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ABSTRACT

Abstracts of innovative and imaginative economics units are provided in this annotated listing of economic education projects submitted to the 1980-81 National Awards Program for Teaching Economics. Over 200 abstracts are contained in separate sections covering materials for primary grades, intermediate grades, junior high schools, senior high schools, and colleges and universities. Each project abstract is preceded by a listing of title, entrant's name and school affiliation, specific grade level, and economic concepts covered. The units vary from weeklong elementary activities to yearlong interdisciplinary projects. Examples are working an economics puzzle, baking and marketing cookies, and holding a consumer fair (primary grades); opening a checking account, marketing Christmas ornaments, and buying stocks (intermediate grades); studying food scarcity and creating an in-class economic system (junior high school); simulating a job hunt, investing in commodities, and studying the economics of recycling (high school level); and developing a computer simulation and an inservice teacher program (college level). Projects are indexed by title and entrant. A separate index lists award winners. (LP)

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ECONOMIC EDUCATION PROJECTS

ABSTRACTS FROM THE 1980-81 COMPETITION

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Preface

Economic Education Projects was published to provide those involved in education with examples of innovative and imaginative units in economics. The units vary from elementary classroom corporations to semester courses in economic theory at the university level. The units or projects have been submitted to the annual National Awards Program for the Teaching of Economics competition sponsored by the International Paper Company Foundation. The aims of the competition are to discover outstanding classroom teaching practices, to encourage teachers to prepare written reports of successful teaching experiences for dissemination among educators, and to encourage teachers to include and to improve the instruction of economic education in the classroom. Projects can be used as presented or adapted for an individual teaching situation.

Each project abstract is preceded by a list of the economic concepts covered. The concepts are from *A Framework for Teaching Economics: Basic Concepts, Part I* published by the Joint Council on Economic Education. *Economic Education Projects* is designed to complement the annual volume *Economic Education Experiences of Enterprising Teachers* published by the Joint Council.

The efforts of several individuals, Kelly Cummings, Beverly Schuetz and Teresa Palmer, must be recognized for the completion of the volume. Special thanks and appreciation is extended to Joey Meihsner for her assistance.

Copies of the projects are available free of charge from the Depository. The National Depository for Economic Education Awards is sponsored by the International Paper Company Foundation and is administered by the Joint Council on Economic Education.

Primary

Title: Economics—A Puzzle Power Solution

Entrant: Glenda R. Bartlett and
Marlene H. Price
Sequoyah Elementary
Russellville, Arkansas

Level: Third Grade

Economic Concepts: Economic Wants; Opportunity Costs and Trade-offs

The teachers of this unit decided that economics, as a term and its related concepts, was a puzzle to their students since they lived in an economic world without any economic education. A large puzzle was put on the bulletin board but the pieces were jumbled up. Each piece of the puzzle had a different economic term and as that area of economics was covered, the piece was properly placed in the puzzle, until the puzzle was complete. Another bulletin board was set up with a section for good news, one for bad news and one for trade-offs. The students brought newspaper articles, that related to economics, in and appropriately placed them on the board. These newspaper articles were often the source of discussions relating textbook knowledge to the everyday world. The students especially liked following the presidential election and relating major campaign issues to the economics they were learning. Through their knowledge of the campaign, the students ended their study of the election with a mock election. Prominent people from the local community came to the class to lead discussions on how economics affects their occupations.

Title: Gaternomics

Entrant: Debbie Kimmel and
Delores Janes
Seiberling Elementary
Akron, Ohio

Level: Third Grade

Economic Concepts: Scarcity and Choices; Economic Wants

This third grade class took advantage of a "Critter in the Classroom" program developed by the Akron Zoological Park, which allowed classes to adopt zoo animals and care for them in the classroom. An alligator was chosen and brought to the classroom; the children observed the needs of the alligator, and they began to understand their own needs and differentiate them from their wants. Scarcity was also an important concept. Had it not been for the zoo's scarcity of funds, the children would not have been able to adopt the alligator. The children also learned about goods and services, supply and demand, opportunity cost and trade-offs, division of labor and interdependence. After the students understood the concepts, they produced and sold inscribed pencils. Through this activity the students were better able to understand the economic concepts they had learned.

Title: Designing and Selling T-shirts: The Economics of It

Entrant: Margaret Isum
Fair Park Primary School
Little Rock, Arkansas

Level: Third Grade

Economic Concepts: Opportunity Costs and Trade-offs; Money and Monetary Policy

After a new school mascot was selected for this school, the students went to work becoming entrepreneurs by designing and selling school T-shirts. The project was divided into three parts: (1) product design and development, (2) project publicity and marketing, and (3) project financing. Through the development of their T-shirts, the students were able to identify the productive resources necessary for the development of a product and the influences supply and demand have on production. Division of labor was utilized and the importance of machines to increase production and decrease costs were discussed. The students also studied the functions of banks for borrowing money, saving money and the importance of money as a medium of exchange. The students not only obtained valuable economic knowledge through this project, but also received a T-shirt.

Title: The Kindie's Market

Entrant: Betty Hotchkiss
The Collegiate Schools
Richmond, Virginia

Level: Kindergarten

Economic Concepts: Economic Wants; Savings, Investment, and Productivity

After learning about needs and wants, this class decided to set up a food market in their classroom and named it "Kindie's Market." It looked like a grocery store and was stocked with real boxes, cartons, cans, grocery carts and check outs with cash registers and brown bags. Each day the students were given a certain amount of money and made decisions on how to spend the money. Through this activity the students better understood their wants and needs and how once a decision is made it cannot be reversed. They also learned the importance of saving.

Title: Intro 80's: Economic Education for First Graders

Entrant: Otabel Bradshaw
Harmony Grove School
Camden, Arkansas

Level: First Grade

Economic Concepts: Opportunity Costs and Trade-offs; Specialization, Comparative Advantage and the Division of Labor

This unit began with a study of the importance of trees in the local community. Bulletin boards, booklets, posters, stories and art activities demonstrated the effects of trees on the economy. Topics such as consumers, producers, inflation, scarcity, opportunity costs and division of labor were discussed in class lectures and discussions. As a culminating activity, the State Forester made a visit to the classroom and discussed the economic and aesthetic value of trees, tree harvesting and energy conservation.

Title: Wants and Needs—The Individual, The Family and The Community

Entrant: Tonia A. Derloff
Springdale Elementary
Cincinnati, Ohio

Level: Third and Fourth Grade

Economic Concepts: Economic Wants; Opportunity Costs and Trade-offs

The main thrust of this unit was to develop an understanding of economics and to sharpen critical thinking skills in this class of third and fourth graders. The program was divided into three main phases. The first phase was "Wants and Needs—The Individual." In this phase the students studied elections and learned that they have a choice in elections. "Wants and Needs—The Community" was the title of the second unit. In this phase the students learned about public service and the community and how a community also has choices to make. The third phase was titled "Wants and Needs—The Family" and this phase looked at problems faced by family members. They learned the importance of earning a wage, budgeting expenditures and ranking their wants and needs.

Title: Penny Power Consumer Fair

Entrant: Susan DesRoches
Shadowlawn Community School
Miami, Florida

Level: Kindergarten-Fourth Grade

Economic Concepts: Opportunity Costs and Trade-offs; Economic Wants

This unit was developed to help the American student learn as much as they could about the world in which they live. Since consumer education is a rapidly growing area, and a concern facing all members of society, it was the main thrust of this project. This unit provided students with "hands on" experiences to help them grasp the basic concepts needed to be a good consumer in the marketplace. Penny Power, a magazine containing consumer reports for children, was used as a tool to help the students raise their consumer awareness. The magazine helped teach basic consumer concepts and incorporated a multi-disciplinary approach to reinforce the concepts being taught in the classroom.

Title: "Apple-icious" Apple Cookies

Entrant: Joanne Kennedy
Wenert School
Toledo, Ohio

Level: Second Grade

Economic Concepts: Productive Resources

The second grade baking unit was devised as a culminating activity for economic and career education as well as practice of math skills in the area of money. The students decided they would produce cookies and went through all the functions of obtaining capital, choosing a business title, producing, advertising, and distributing the product and reinvesting profits. The students were also taught the importance of computers in business. Throughout these activities the concept of a free enterprise system, and how it operates, was discussed with the students. A field trip was taken to a nearby McDonalds so the students could see how a real business operates and how important job cooperation is. When the unit was over, the students had not only learned many new economic terms, but had also worked on their first assembly line.

Title: A Ditch Witch Switch: Snoopy's Factory, Inc.

Entrant: Mignon Bolay, Jonna Martin, Nancy O'Donnell and Sandina Stallard
Perry Elementary
Perry, Oklahoma

Level: Third Grade

Economic Concepts: Nature and Types of Economic Systems

This project developed out of the students curiosity about how corporations run, especially a local one that employed many of their parents. Realizing the students would not immediately understand the function of a corporation, the teachers decided to teach a foundation of economic concepts that would allow the students to better understand the corporation. The general goal of the unit was to have the students understand the free enterprise market economy. After their preliminary knowledge, they went on to study the role of corporations in the free enterprise system. After the students visited the nearby corporation, they decided to get first-hand experience by running a corporation and put their knowledge to use in forming their own business.

Title: Economics: Third Grade

Entrant: Ellen H. Powell
W. H. Keister Elementary
Virginia

Level: Third Grade

Economic Concepts: Money and Monetary Policy; Interdependence

After learning that this third grade class had an interest in economics, a center was set up in the class to concentrate on the topics of money, business and banking. The center had directions for activities, packets of worksheets and a schedule of assignments. In the money section the history of money, from bartering to currency and checkbooks, was discussed. While studying businesses, the students learned about interdependence, goods and services and wants and needs. They also observed how economics is at the base of all major management decisions. The various functions of banks were made apparent to the students as they learned that banks serve both industry and individuals and are used for saving money and safeguarding valuable assets. Games and activities were incorporated to help the students understand the topics.

Title: Economics at the Second Grade Level

Entrant: Rebecca Dykes
Park Forest Elementary
Baton Rouge, Louisiana

Level: Second Grade

Economic Concepts: Nature and Types of Economic Systems; Markets. Supply and Demand

As this unit was taught to the second grade students, they became more aware of the economic system in America and its inner workings. The children formed a company, the purpose of which was to produce and market coloring books and realize a profit. The children became aware of the financial aspect of running a company through the experience they gained from securing a loan and paying it back. Responsibility was taught when each student was allotted a certain number of coloring books to sell. The experience helped the students cope with and understand the economic problems and situations that they encountered in their daily lives.

Title: The Minis and the Moola

Entrant: Rosemary R. Kennedy
West Mound School
Columbus, Ohio

Level: Third Grade

Economic Concepts: Money and Monetary Policy

When the students in this third grade class became interested in prehistoric times, it was decided that a unit relating today's world with the prehistoric world would be developed. The link between these two time frames would be money and a system of trade. The students utilized the library to research the history of money. Through their research, the students learned how trade evolved from bartering to the use of currency. As a culminating activity, the students spent an afternoon bartering goods.

Title: We Do Work: An Economics Project for Second Graders Who Specialized in the Classroom Duties of the Day

Entrant: Barbara Anderson
West Elementary
Jonesboro, Arkansas

Level: Second Grade

Economic Concepts: Specialization, Comparative Advantage and Division of Labor

The objective of this project was to emphasize the importance of division of labor and specialization to the students. After the concepts were introduced and explained, the students began thinking about what they wanted to be when they grew up, and how their career choices tied in with specialization. Resource people from the community came to the class to discuss occupations. The classroom then became a source for occupations with various duties becoming different jobs. The students would apply for the different jobs and would be hired to perform duties ranging from teacher's assistant to bathroom monitor. They would reapply for a job every month. They earned wages based upon the job they performed and how often they missed work. On payday the students had an auction to spend their earnings and saw how the amount of money earned influenced what they could purchase.

Title: The Cash Kids Calendar Caper

Entrant: Sherry Barbiere, Linda Lanese and Mary Ann Horn
Dale T. Rice Elementary
Mentor, Ohio

Level: Second Grade

Economic Concepts: Markets, Supply and Demand; Economic Wants

The purpose of this unit was to introduce children to the economic world through actual experiences. Major units in the program were money and banking, being good consumers, forming a company and producing a product, advertising, barter and the world of work. Through the study of these units the students were able to look at economic concepts such as economic choice, scarcity and wants and needs from several viewpoints. As a culminating activity, the students formed a company to produce school calendars. The students were involved in the production of the calendars from the formation of the idea to the marketing and selling of the finished product. This unit gave all the students a first-hand learning experience about economics and how it affects both individuals and companies.

Title: The ABC's of Economics

Entrant: Becky Kremers
Sutton Elementary
Fort Smith, Arkansas

Level: Third Grade

Economic Concepts: Government Intervention and Regulation; Economic Wants

This unit began when the students of this third grade class took a field trip to a nearby hospital. The children became very curious about what was going on and wanted to know how everything functioned. Their teacher answered all their questions, relating them to economics. The students learned about wants and needs and how the hospital worked to serve the wants and needs of patients. They also learned that governmental bodies make economic choices for citizens.

Title: The Page First Grade Company

Entrant: Bonni G. Rubin and William Tyler
Page Elementary
Silver Springs, Maryland

Level: First Grade

Economic Concepts: Economic Wants; The Price Mechanism

This unit began with the students discussing the difference between goods and services. The students then differentiated between work done by people who produce goods and those who offer services. The idea of income and how it is an important factor in determining the number of goods and services individuals can purchase was also included in this unit. To better understand these concepts the students were able to apply for jobs within the classroom such as library book supervisors, paper splitters or chalkboard washers. The wages earned by the students varied with respect to the difficulty of the job. With their earned wages, the students were able to purchase privileges such as calling role, holding the flag or being excused from handwriting, which were priced according to demand. Through these activities the students learned that if you want something enough, you may have to give up other wants.

Title: Forming a Company—Pachy's Peanuts

Entrant: Carol Henry
Garfield Elementary
Lakewood, Ohio

Level: Second Grade

Economic Concepts: Productive Resources

This project included fourteen lessons which taught the students the economics of forming a company. The first four lessons included teaching the basic economic terms, becoming familiar with them through classroom activities and forming a company, Pachy's Peanuts. Since the students decided to study elephants, their company sold peanuts to earn money. Lessons five through twelve involved the activities of the company such as advertising, determining the selling price, discussing the shares of stock, selling the peanuts and refunding the investment to stockholders. The culminating activity was a trip to the zoo. Here, the students presented the money they had earned to the zoo. The last lesson was an evaluation of the unit. For this, the students participated in an oral post test. Several game activities are included in this project.

Title: An Economic Unit of Study for Primary Three III

Entrant: Judy Walsh
The Collegiate School
Richmond, Virginia

Level: Third Grade

Economic Concepts: Productive Resources; Opportunity Costs and Trade-offs

The first part of this unit was an introduction to and development of basic economic terms. The second part consisted of producing a good to be sold at the school fair. Some of the topics discussed in the first part of the unit were wants, needs, scarcity, choice, opportunity cost, goods, services, producers and consumers. Once the students understood the terms, they went into production, utilizing some of their previously learned economic knowledge to produce and market their products. The students produced decorated coat hangers, sachets and shell magnets.

Title: We Worked While Our Money Worked

Entrant: Theresa Tanner
Hillcrest Elementary
Jonesboro, Arkansas

Level: Third Grade

Economic Concepts: Opportunity Costs and Trade-offs; Scarcity and Choices

This project was a two-part project, the first part entitled "How We Make Our Money." This part provided the students with the opportunity of being entrepreneurs through the production, marketing and selling of calendars. The profits from their sales were deposited in a local bank and through their dealing with the bank, the children were better able to understand the functions of a bank as a savings institution. The second half of this unit was entitled "How We Spent Our Money." In this section the students learned the importance of making good economic decisions. They began to understand opportunity costs and choices when they could not afford to do all the activities they wanted. Some of the activities funded by their calendar sale were a fruit-tasting party, an auction, an ice cream social and a nature walk at a nearby ranch.

Title: A Real Product to Real People
for Real Money—3WA

Entrant: Joan Allison
Scott Lake Elementary
Lakeland, Florida

Level: Third Grade

Economic Concepts: Scarcity and Choices; Productive Resources

The third grade students of Scott Lake Elementary celebrated Valentine's Day a little differently last year, due to an idea to form a corporation. Their corporation, 3WA, was formed to familiarize students with the functioning of a producing corporation. A board of directors was elected. All participating students received a voting share of stock. The students decided to produce valentines. The cost per valentine was calculated, prices were set and production was started. The students produced and sold four different valentines, and through their efforts, realized that hard work pays off. The valentines were sold to other students in the school. The students also went on a field trip to a corporate assembly line to view real-life production. They saw that what they had done to produce valentines was just an assembly line on a small scale.

Title: Energy Efficient Economists

Entrant: Judy Silverman and Nancy Lamp
Mason Elementary
Akron, Ohio

Level: First and Second Grade

Economic Concepts: All Concepts

Energy Efficient Economists was a study of the relationship between conserving energy and saving money. Its purpose was to make the children aware of the energy problem and to help them become better consumers. Energy was emphasized in this project because every aspect of it could be related to economics. The basic ideas of scarcity, wants and needs, goods and services, producers and consumers, supply and demand, opportunity cost, interdependence, money and market survey were integrated throughout the semester in every aspect of the curriculum. The students discovered the impact of energy on our monetary system. They learned what they could do now to become energy efficient economists and were able to share this with the rest of the school. The project culminated with a school-wide balloon day in which 650 students sent up energy messages.

Title: The Smiley Shack

Entrant: Susan K. Miller
George W. Secrest School
Warren, Ohio

Level: First Grade

Economic Concepts: Economic Incentives; Opportunity Costs and Trade-offs

As an added incentive in this first grade class the students could earn "Smileys." A Smiley was earned through attendance at school, good schoolwork, good citizenship, winning a game, class participation and many other ways. The students collected the Smileys and through them, they not only felt accomplishment through earning them but could also cash them in at "The Smiley Shack." This was the classroom shopping center located in one of the showcases. The store was stocked with donated items from local banks and merchants ranging from pens and pencils to puppets and plants. The store was open every Friday afternoon, and through the use of the store, the students became wise and thrifty consumers.

Title: Save A Tree Spree

Entrant: Rita L. Graham
John Tyson Elementary
Springdale, Arkansas

Level: Third Grade

Economic Concepts: Productive Resources; Scarcity and Choice

The purpose of this nine-week unit was to provide an opportunity for the students to become actively involved in a process which would expose them to the real world of economics. Using an interdisciplinary approach, these eight-year-old children studied science, conservation, career awareness, language arts, art, math and reasoning as it related to economic decision making. Economic terms emphasized throughout the unit were scarcity, renewable and nonrenewable resources and opportunity costs. The major activities of this unit were to organize a company, have a forest ranger speak to the class, take a field trip to a recycling plant, view a film on making wood pulp into paper products and take a trip to a large paper processor to learn how paper is processed for different uses.

Title: If You Want It—You Can Work For It

Entrant: Wanda Hurley
Sunnyside School
Cushing, Oklahoma

Level: First Grade

Economic Concepts: Economic Wants; Voluntary Exchange

This project involved twenty-four students and their parents for one academic school year. The ultimate goal was to give the students a feeling of motivation. They started by selling Christmas wrapping paper to obtain a substantial amount of money. With this money, the students opened a class store with items in it ranging from 1¢ to $6. Every night the students were given homework to turn in the following day. The grades given were 2¢, 4¢ and 6¢, and at the end of every two weeks the students were given a paycheck which totaled all of their homework grades. The students learned economic terms such as producers, consumers, loan, interest, profit, goods and services. By the end of the year, the students were learning to save money for a purpose, to buy more reasonable things and to judge quality.

Title: Busy as a Bee in an Economic Community

Entrant: Myra Gaylene Davis
North Elementary
Jonesboro, Arkansas

Level: First Grade

Economic Concepts: Economic Wants, Scarcity and Choices; Economic Incentives

The overall goal of this unit was to have the children see themselves as economic beings in an economic world. The children were taught the importance of being wise consumers, and they learned how they currently affect the economy through their purchases. Division of labor was also discussed. The students went on a tour of their school to see how division of labor was important and what goods and services were produced within the school. Economics was then related to the other subjects taught in school. Bulletin boards were designed to illustrate the economic ideas that were being covered in the classroom. Field trips were taken to develop a strong link between economics and other fields, such as a bee raiser being involved in economics and science. Guest speakers came to the class to aid in discussions and gave examples of how economics affects everyone. Through the study of economics, this first grade class better understood why they have to make choices and decisions and became wiser consumers.

Title: Families: How They Get and How They Give

Entrant: Kathleen Murphy
Highlands Elementary
Shawnee Mission, Kansas

Level: First Grade

Economic Concepts: Interdependence

Each student's family was presented as an economic unit in this project. The goal of this unit was to increase the child's awareness of how his/her family functions economically. The children learned about unlimited resources and discussed how their individual families dealt with economic decisions. They also realized that each member of the family has duties to perform to keep the family functioning smoothly. The activities of a family were related to parts of the economic community. The students grasped an understanding of the interrelationships in our community by comparing them to their own family.

Title: Economic Pot of Gold Learning Center

Entrant: Barbara Davis
Headlands Elementary
Mentor, Ohio

Level: Second Grade

Economic Concepts: Opportunity Costs and Trade-offs; Scarcity and Choices

This class project was divided into five subunits to teach the students about five different areas of economics. The first unit helped students to identify their basic needs—food, clothing, and shelter—and taught the importance of knowing needs. The second unit covered wants. The ability to differentiate between a want and a need was discussed in the third unit. The fourth part was used to help students identify sources of income for their family. Finally, the project was completed by demonstrating the relationship between unlimited wants and limited income. All of the topics covered were strengthened by in-class assignments and projects.

Title: Saving and Spending

Entrant: Kathy Tonelli
North Elementary
Crystal Lake, Illinois

Level: Second Grade

Economic Concepts: Competition and Market Structure

Saving and Spending is a unit developed to help students organize a small town in which the children produce and sell goods or services. Five lessons were incorporated into the unit to explain the distribution of goods and services and competition. The lessons were earning and saving money, starting a business, forming a partnership, competition and advertising, and setting prices.

Title: What's That . . . A Silver Coin?

Entrant: Barbara B. Hall
Mt. Clinton Elementary
Harrisonburg, Virginia

Level: Second Grade

Economic Concepts: Money and Monetary Policy

This project began with the teacher's interest in coins. She pointed out to the children that some coins may become valuable in the future, if they have not increased in value already. Objectives of this unit included establishing a coin collection in the classroom, pointing out coins which the children do not often see and explaining why and how coins have changed throughout the years. The students participated in many activities such as making impressions of coins onto tracing paper, drawing the coins using a magnifying glass to achieve details and listening to guest speakers. Another activity included giving dimes to the students so that they could distinguish between older and newer ones. The results of this unit were numerous. Children were exposed to the monetary system and came to understand it. The children's interest increased as each of them helped to fill the classroom collection, and they became more aware of older coins and their value.

Title: Brooding Business: Boom or Bust

Entrant: Marjorie Criswold
Boise City Schools
Boise City, Oklahoma

Level: Kindergarten

Economic Concepts: Money and Monetary Policy; Specialization, Comparative Advantage and the Division of Labor

This project involved several different activities. First of all, the importance of money was taught. The class opened a "piggy bank" and learned the difference between each coin. Using real money gave the students a sense of responsibility. During class discussions, the students learned that banks were a safe place to keep money, not a coin bank or a purse. The second activity was hatching eggs. This project involved decision making, acquiring capital, planning and buying materials, dividing and scheduling labor and reporting progress. To start this business, the students received a $13.00 loan from the bank. The students did not make a profit in this project, due to the breakage of eggs, so another activity had to be undertaken in order to pay back their loan. This activity included picking up litter up to one block in every direction of the school. The school rewarded each student 25¢ for this task. With the remaining money, the students visited farms to obtain raw materials to make bread and butter. After the bread and butter was made, they were given to residents of a local nursing home.

Title: Teaching Economics Using Learning Centers

Entrant: Patricia Roeder
Rose Warren Elementary
Las Vegas, Nevada

Level: First Grade

Economic Concepts: Economic Wants; Scarcity and Choice

The purpose of this unit was to help students better understand everyday economics. Learning Centers were used to teach and reinforce the basic economic concepts. A new concept was introduced each week and reinforced by lessons incorporating films, games, and role playing. Learning Centers were set up throughout the classroom to provide individual activities for the children which supported the week's topic. Some of the topics covered in the unit were scarcity, opportunity costs, decision making, needs, wants, goods, services, specialization and assembly lines.

Title: Mommy, Buy Me a China Doll

Entrant: Mary W. Wehmeyer
Jeffersontown Elementary
Louisville, Kentucky

Level: Kindergarten

Economic Concepts: Scarcity and Choices; Productive Resources

This unit was developed to help kindergarten students understand basic economic principles that affect their daily lives. The children studied the poverty-stricken people of Appalachia. Scarcity, opportunity costs and productive resources were covered in this unit. The students set up a coal mine in the classroom and saw how it actually operates. They realized that their parents had to work hard for their money and that they cannot always expect everything they want. The children learned the importance of making good decisions and thinking critically.

Title: Economics in Bloom

Entrant: Sharon Dodge
Sullivan Village Elementary
Lawton, Oklahoma

Level: Third Grade

Economic Concepts: Markets, Supply and Demand; Competition and Market Structure

This third grade class decided to grow and sell marigolds to help them understand information presented to them during social studies. Choice, supply and demand, profit and loss, competition and interest rates, which were all discussed during social studies, had remained abstract to the students because they had nothing to relate them to. Once their company was formed and they were growing marigolds, the students became more familiar with topics encountered and began to understand them through application to their company. The students were responsible for all phases of running the business from electing a board of directors and taking out loans, to hiring students to do manual labor. As a culminating activity, the students went on a field trip to a local nursery to see their business run on a larger scale.

Title: Who Made the Salad

Entrant: Susan Bowen
Kindergarten Center
Sapulpa, Oklahoma

Level: Kindergarten

Economic Concepts: Markets, Supply and Demand; Productive Resources

This unit evolved from a desire to plant a garden outside the classroom. The students soon realized that gardens cost money to plant and they would have to obtain some capital. It was decided that money would be borrowed from a bank, but that by borrowing money, they would have to raise money to pay the loan back. It was decided that the students would sell salads to other teachers from the vegetables they grew. The students produced the vegetables and advertised their salad, thereby creating a demand for their product. When the harvest was complete and the salads sold, the students counted their sales money. The students soon realized not all the money received was profit, because the bank officer was paid the amount of the loan plus interest. But the children did enjoy spending their profit, realizing they had earned it themselves.

Title: Economics on the Road

Entrant: Mary B. Floyd
Ballman Elementary
Fort Smith, Arkansas

Level: Third Grade

Economic Concepts: Competition and Market Structure; Nature and Types of Economic Systems

"Economics on the Road" utilized a problem-solving approach in teaching economics to this third grade class. A major objective of the unit was to help the students see first-hand how production is carried on in the market economy. The students went on six field trips, each showing them a different aspect of our economy. After each field trip the children participated in learning activities in which they simulated an assembly line, created a play which involved role playing activities and received lectures from resource people in the community. Economic ideas incorporated in this study were continuously reinforced with stories, games, poems, skits, field trips, research reports, films and bulletin board displays.

Title: Economics, Behavior Modification and Learning Centers

Entrant: Betty Hill
Ashland Elementary School
Ashland, Kansas

Level: First-Third Grade

Economic Concepts: Scarcity and Choice; Opportunity Costs and Trade-offs

This project was developed to teach economic concepts through stories. The students read the stories, developed by the teacher, and completed activities following the stories. The project was developed in three stages. First, behavior modification techniques were employed to achieve specific goals. Next, learning center activities were used as rewards for successfully achieving behavior modification goals, and lastly, economic concepts were employed to coordinate the activities.

Title: The Goodie Garten, Inc.

Entrant: Joyce L. Galbraith
Kent Elementary
Columbus, Ohio

Level: Kindergarten

Economic Concepts: Productive Resources

The teacher had two different classes involved with the formation of a company. The two classes produced different items and were in competition with one another. Since many of the children were from single-parent homes on welfare, it was assumed that they were not exposed to much economics. The primary goal of this unit was to teach the basic economic concepts of production and consumption. As producers, the children went through every step to form a company from borrowing money to selling goods. As consumers, they learned how to get the most for their money. This project lasted for two weeks, and during this time the children gained motivation and improved their self-concept.

Title: Knichrehm Kids' Calendar Company

Entrant: Sandra Dreiling
Knichrehm Elementary
Grand Island, Nebraska

Level: First Grade

Economic Concepts: Economic Incentives

This project allowed the students to participate in all aspects of business from planning activities to realizing profits. The students decided to produce and sell calendars, and they immediately began the art work and layout of the calendar. A field trip was taken to the printer so the students could observe the actual printing of the calendar. It was then the students' task to market and sell the calendars they produced. When the printing bill arrived, before profits were realized, the students went to the bank and obtained a loan. All the students were required to sign the loan and their collateral, consisting of each child's favorite toy, was deposited in the bank vault. When the calendars were sold, the loan was repaid and the students' toys returned. They had also realized a profit. The next decision the students had was how to spend their hard-earned profits.

Title: A Second Grade Teaching Unit on Goods and Services

Entrant: Roberta Jeanne Gray
Spencer Elementary
Geneva, Ohio

Level: Second Grade

Economic Concepts: Interdependence; Specialization, Comparative Advantage and the Division of Labor

The main focus of this teaching unit was to teach economic interdependence. The students learned that they were both producers and consumers of goods and services through various role playing situations. At the same time, the children became aware of the difference between a good and a service. As their understanding was increased through these activities, the ideas of job specialization and division of labor were introduced. It was learned that specialization increased dependence upon one another for both the producer and the consumer. As a culminating activity, the students set up their own shopping center with stores selling the various products they produced. Included in this shopping center were businesses that sold services.

Title: Hand Hands Corporation

Entrant: Carolyn Combs, Noy Strickland and Nelwyn Zito
Park Forest Elementary
Baton Rouge, Louisiana

Level: Kindergarten

Economic Concepts: Markets, Supply and Demand

This economic unit was developed so that students could see how businesses operate. The unit began by teaching the students some of the vocabulary terms used, such as: consumer, producer, advertising, and goods. After this basic introduction, the students formed their corporation and started a business. The corporation produced "Fond Memories Handprints"—a lasting gift for the students to give their parents. The students learned how to advertise their product and sold them to fellow students. Once sales were completed, the students made enough products to fill all the orders. The students enjoyed the activities relating to the production of their memory handprints and tackled the task with enthusiasm.

Title: Reemo from Romboid II: An Introduction to Economics for Primary Children and Robots

Entrant: Pat Betteley and Sherry Alexy
Hale Road Elementary School
Painesville, Ohio

Level: First and Second Grade

Economic Concepts: Opportunity Costs and Trade-offs; Markets, Supply and Demand

These students learned about economics through the development of a Robot named Reemo. Reemo was the main character of a story developed to introduce the students to economic concepts. As the concepts were brought up in the story, the teachers would expand upon them and better acquaint the students with the term through classroom instruction and activities. Some of the areas covered were trade-offs and choice, wants and needs, markets, supply and demand, specialization, competition and market structure and pricing. After the students learned all the economic terms, they made robot masks and imagined that they too were robots faced with all the decisions that Reemo faced.

Title: Will Our School Close?

Entrant: Frances R. Flaig
Thomas Edison Elementary
Moorhead, Minnesota

Level: Third Grade

Economic Concepts: Economic Wants; Scarcity and Choices

This unit was developed to help students understand that wants are unlimited, yet they cannot have everything they want. The students began by listing their individual wants and compared them to other student wants. The students were then put in situations where they had to rank their wants and realized that as external conditions change their wants also change. A guest speaker then came to class to discuss how income affects wants in limiting the number of wants that can be fulfilled. Income and wants were then related to their school, and they realized that because the school received less money from the government, they had fewer art supplies and paper. The culminating activity was a budget game. Through this game the students learned that choices have to be made and wants have to be ranked so that the final budget will benefit everyone.

Title: The Money System

Entrant: Kathey Freese
Fairview
Cincinnati, Ohio

Level: Kindergarten-Fourth Grade

Economic Concepts: Money and Monetary Policy

The money system and how it developed was the main focus of this unit. It started with the students recalling times that they traded or bartered and how each trade was similar to a cash purchase because both parties gave up something in exchange for something else. A trade fair was then conducted in the classroom. To stabilize the trading, specially marked pencils became the medium of exchange. Students were soon earning pencils for tasks they completed, and saving the pencils in a pencil bank. Pencils could then be used to purchase tickets to the zoo—a class field trip. Students who had earned more pencils than the cost of the field trip could then purchase activities such as teacher's helper or lunchline leader.

Title: Tele-economics

Entrant: Bessane McKnight
East Elementary
Jonesboro, Arkansas

Level: First Grade

Economic Concepts: Economic Wants; Productive Resources

This unit was designed to stress some basic principles of economics, including producer, consumer, wants and needs. It started with the children being introduced to economic terms and learning their use and meaning. Once this was accomplished, the students were taught the basic facts about a television station and the important role it plays in our economy. The children were shown the duties of the many different workers at a television station, observing division of labor. Producers, consumers, wants and needs were all related to television advertising, showing how the basic concepts relate to many different situations. The children then produced a product and made commercials which were incorporated in a television show aired on their classroom station—KEES.

Title: Consumer Economic Education and the Elementary EMR Student

Entrant: Patricia L. Cheeks and Barbara Erwin Blake
Geneva Elementary
Geneva, Ohio

Level: Kindergarten-Third Grade

Economic Concepts: Competition and Market Structure; Specialization, Comparative Advantage and Division of Labor

The adjusted curriculum classes of Geneva Elementary School produced hand-crafted items which were purchased by fellow students and parents during the school's Christmas Craft Bazaar. The students decided what to produce based on anticipated demand for the products. They also shopped around to get the best price for supplies needed and purchased the most economical ones. During production the students learned about the efficiency and speed of assembly lines. Once the products were completed, the students followed through with pricing, advertising and marketing their items. Through all their hard efforts a profit was realized and the students then experienced the fun of profit sharing. As each stage of developing and selling the product was worked on, class lessons were correlated to help the students better understand the activities.

Title: Lemonomics

Entrant: Carole D. Denny
Eastside Elementary
Rogers, Arkansas

Level: Third Grade

Economic Concepts: Markets, Supply and Demand

This project was developed when the third graders of Eastside Elementary began asking questions about our economy during their open talk sessions. The students were eager to learn economic concepts and before long terms such as market, producers, supply and demand, labor and capital were all second nature to them. The students then formed a corporation, America's Best Lemonade Company, and stock certificates were issued. A bank loan was taken out to help cover capital expenses. A board of directors was elected and the students were ready to begin production. After sales were completed, and the loan and interest were repaid, the students received dividends and also donated money to a playground equipment fund.

Title: A Change of Needs and Process

Entrant: Mary M. Kovacs
Carlton Palmore Elementary
Lakeside, Florida

Level: Third Grade

Economic Concepts: Markets, Supply and Demand

This unit was designed to guide students through the sequence of candle making. The students learned that as needs, wants and demands changed over the years, candle production also changed from the slow process of hand-dipping them individually to mass producing them in molds. By pouring candles, it was stressed that fine quality candles could be produced for a fraction of the cost of hand-dipping, thereby creating a greater demand for the product. The students learned first hand about the time and patience required in making candles by hand-dipping when they undertook this project in class.

Title: Kids, Inc.

Entrant: Ellen H. Powell and Joy D. Roddy
Lindbergh Elementary
Columbus, Ohio

Level: Third Grade

Economic Concepts: Nature and Types of Economic Systems; Markets, Supply and Demand

The overall purpose of this project was to provide an opportunity for the children to gain some basic economic knowledge regarding the American system and to provide a means for the students in the school to purchase school supplies at a reasonable price. The unit started with the students forming a company, naming it, and electing the officers and a board of directors. They then discussed why a school store was needed and the advantages of the store. The store operated all year and allowed the students to participate in ordering, packaging, selling and bookkeeping. Board meetings were held every other week to discuss problems and new situations. Each student was responsible for compiling a notebook of economic terms learned during the unit.

Title: Tommy and the Workaluck

Entrant: Gayle Shaw, Pam Cooper, Eileen Schaefer and Jan Manocchio
Bellflower Elementary
Mentor, Ohio

Level: First and Second Grade

Economic Concepts: Specialization, Comparative Advantage and the Division of Labor

"Tommy and the Workaluck" was a culminating activity of an eight-week economic unit. It was an economic musical involving 116 first and second graders. Activities preceding the musical included speakers, filmstrips, worksheets, group discussions and art projects. The activities all centered around the students' understanding of a career and the importance of choosing a career they would be happy with. Vocabulary words such as goods, services, labor and assembly line were introduced to the students and related to various careers. By employing division of labor and cooperation, costumes and scenery were created out of paper and cardboard. The students were taught invaluable economic concepts in a manner which caught their attention and allowed them to feel accomplishment through their production. The script for the play is included with the project.

Title: Saving For a Rainy Day

Entrant: Merlyn G. Williams
Knights Elementary
Plant City, Florida

Level: Third Grade

Economic Concepts: Money and Monetary Policy

The goal of this project was to have each student save ten dollars by depositing one dollar a week in the classroom bank. When each child had saved ten dollars, a field trip to the local bank was planned. At the bank each child opened their own savings account. The children were to earn one dollar a week by doing chores around their home. The children also studied money, why people spend money, the different kinds of money, how money works in a savings account, and the importance of saving money for a rainy day.

Title: Lollipop Candy Store

Entrant: Patricia E. Blume
Southwestern Elementary
Hanover, Indiana

Level: Third Grade

Economic Concepts: Opportunity Costs and Trade-offs; Economic Incentives

This unit began when the class wanted to purchase a classroom animal but had no money to buy it. The class discussed ways they could raise money and decided to open a candy store. Each child went to local grocery stores to compare prices of supplies they would use in the production of lollipops and the retail prices of lollipops. With this data, the students calculated how expensive it would be to produce the lollipops and the sales price for the candy. They then went to a local bank and borrowed the required capital. After the supplies were purchased, an assembly line was created to produce the lollipops. A booth was set up where the students had the opportunity to sell their product. With the profits of the sale, the students paid back their loan and purchased their class pet.

Title: Calendar Project

Entrant: Barbara Costello
St. Louise Elementary
Bellerur, Washington

Level: Third Grade

Economic Concepts: Markets, Supply and Demand; Scarcity and Choices

Using the economic concepts they had learned in the second grade, this third grade class decided to produce a marketable item. The students decided they wanted to produce a calendar and surveyed their market to determine the potential success of their product. Once it was determined that the calendar would sell, the total cost of the calendars was calculated and the students went to a local bank to take out a loan. Once the initial capital was obtained, production began and the students wrote poems to put in the calendars. The calendars were completed and sold before Christmas and substantial profits were received. The students spent their profits on lunch and charitable contributions. The students were guests of honor at the local Chamber of Commerce luncheon because they had become a "business in the community."

Title: I Am a Valuable Resource

Entrant: Pam Byrd and Joan Bryan
Spradling Elementary
Fort Smith, Arkansas

Level: First Grade

Economic Concepts: Productive Resources

This unit was developed to teach the students that each of them is a valuable resource that needs to be developed and can be developed through education. The students learned about productive resources and that human resources are the most important factor of production. Other topics covered in this unit included scarcity, wants, needs, goods, services, choices and opportunity costs. This project helped the students develop positive attitudes about themselves as a valuable resource.

Title: From Economic Wants to Economic Understandings

Entrant: Emily Wood
Walt Whitman Elementary
Tulsa, Oklahoma

Level: First and Second Grade

Economic Concepts: Economic Wants; Money and Monetary Policy

This project was developed from the need of a new playground at Walt Whitman Elementary. It was a four-week unit in which the gifted and talented children played a part. The goals of this unit were to have the children understand the basic economic concepts, to improve their environment, and to understand a major Oklahoma company and industry. The class held brainstorming sessions on the need for a playground and ideas for equipment. They had so many responses that they had to make their own decisions. Consumerism was also taught to the students; they learned that they were still consumers, although the new playground would not be consumed like food. Cities Services Company helped students to obtain their capital investments through a large grant after each student of the class wrote a letter to this company. This project was important to the students because it gave the students a sense of leadership and responsibility and they were successful in effecting an outcome.

Title: The Marketing of Frustration

Entrant: Kathy M. Zimmerman
Pleasant Valley Elementary
Harrisonburg, Virginia

Level: Third Grade

Economic Concepts: Markets, Supply and Demand; Scarcity and Choices

This unit began with the students making a list of their wants and comparing them with each other. Through their comparisons, the children learned that the demand for some items was greater than that for others. After realizing demand fluctuated, the students learned about supply, scarcity and opportunity costs, and realized that they are all interrelated. Class discussions then focused on goods and services, producers, consumers, income and budgets. As a culminating activity, the students produced pencils and sold them to other children in the school.

Title: Let's Bake Cookies

Entrant: Marcia Long
Hayesville Elementary
Hayesville, Ohio

Level: Kindergarten

Economic Concepts: Scarcity and Choices; Productive Resources

Using cookies as a sample product, this project was designed to introduce kindergarten students to terms and topics such as goods, services, producer, consumer, materials, resources, scarcity and choice. The students also became familiar with economic values by developing their skill in personal decision making and appreciating the value of work. The students then became involved in the actual production of cookies in their classroom and were given the opportunity to purchase some of the products with play money. As a culminating activity the students went on a field trip to a local bakery which provided them with additional first-hand experience. Reading and math skills were both integrated in the lessons through consonant sound awareness and using money.

Title: Benesch Petals, T. L. C., Inc.

Entrant: Ruth Arnold Steva
Alfred A. Benesch Elementary
Cleveland, Ohio

Level: Second Grade

Economic Concepts: Markets, Supply and Demand; Productive Resources

"Benesch Petals T. L. C., Inc." was formed by the students of this second grade class for the purpose of growing and selling plants. Capital for the corporation was raised through a stock issue and a bank loan. Plant material and equipment were purchased, rented and donated. Market surveys were made before each of the three major sales. The surveys helped the students determine the demand for different types of plants and guided them in the decision of which types of plants to purchase and/or grow and in what quantities. Economics concepts were incorporated in the activities and taught when they had direct application to what the students were doing.

Title: Kids Stuff Store

Entrant: Sharon E. Kelly
Sheridan Hills Elementary
Hollywood, Florida

Level: Third Grade

Economic Concepts: Productive Resources

The objective of this project was to introduce children to the basic ideas of free enterprise, economics and consumer education. The students decided that they would start a business and make items to sell. The project began by the students collecting and selling newspapers to raise capital for the business. With the capital, craft supplies were purchased and the students made items, advertised them and sold them at their craft store. The students were able to improve their skills in handling money and making change. Social studies was incorporated when the students learned about the importance of recycling material. Having direct customer contact, making posters, and having discussions all incorporated language arts skills into their studies.

Title: Whales in the Desert

Entrant: Shirley Wallin
Wm. E. Ferron
Las Vegas, Nevada

Level: First Grade

Economic Concepts: Scarcity and Choice; Specialization, Comparative Advantage and the Division of Labor

This first grade class was taught some basic economic ideas by capitalizing on their interest in whales. The students learned about scarcity when they discovered whales were an endangered species. In producing ceramic whales to sell, they learned about the factors of production. Other activities and audiovisual materials were used to introduce and reinforce the concepts of opportunity cost, specialization and division of labor. The economic aspects of this unit were integrated with language arts, math, science, music and reading.

Title: An Economic Unit of Study for Primary I

Entrant: Becky Shepherd
The Collegiate Schools
Richmond, Virginia

Level: First Grade

Economic Concepts: Markets, Supply and Demand

This first grade class decided to learn about economics by creating a cookbook business. Each student provided a favorite recipe to be published in the cookbook. A contest was held to name the cookbook, and the children did art work to be incorporated with the recipes. When the layout was decided, the cookbook was ready to be printed. The children did market surveys to determine how many cookbooks to print and how much to sell them for. They then took out a loan from the bank to cover the cost of production and sent the books to the printer. Skits were prepared for teachers and other students to create an interest in the cookbooks. When sales were completed, and the loan was paid off, the students realized a profit for all their hard work.

Title: Clifford in the World of Economics

Entrant: Judy Orintas
Wilson Primary School
Little Rock, Arkansas

Level: Third Grade

Economic Concepts: Opportunity Costs and Trade-offs; Economic Wants

This unit was developed to introduce the students to many aspects of economics. Some of the topics covered in the unit were wants and needs, consumers and producers, scarcity and choices, opportunity costs and trade-offs, decision making, and division of labor. Each topic was introduced to the student as a unit. The child completed activities stressing the topic being covered. Activities ranged from separating a group of word cards into wants and needs to producing puppets. The students were allowed to work at their own pace through the learning centers, although some activities were done as an entire class.

Title: Economics Can Be Fun and Educational

Entrant: Jonnie Newcomer
Preston Elementary
Rialto, California

Level: Second Grade

Economic Concepts: Markets, Supply and Demand

This second grade class found that economics could be fun while participating in this unit. The students were employed in Little Town, a town they were constructing in their classroom. They completed applications and drivers tests so they could commute about the town. Cars, roads and businesses were all developed in the town, as it continued to grow. The children bartered for real and imaginary goods and services using play money. The money was earned through classroom jobs, good schoolwork and good behavior. The money could also be used in Little Town to purchase new pencils and school supplies.

Title: Teaching Basic Economics at the Pre-School and Kindergarten Levels

Entrant: Bonnie Moreau
The Collegiate Schools
Richmond, Virginia

Level: Kindergarten

Economic Concepts: Scarcity and Choices; Opportunity Costs and Trade-offs

The students of this kindergarten class began their study of economics with the concept of scarcity. The students learned that supply is limited and therefore they cannot have everything they would like. They also learned the difference between wants and needs. The children then realized that scarcity forces choices and related this to choices they had to make in the classroom. Opportunity costs were then discussed and the children realized that when they make choices they give something up in return. The three main goals of this unit were to introduce the students to economics, encourage them to develop effective tools for decision-making and to teach them the importance of conservation through an understanding of scarcity.

Title: Snowman Production

Entrant: Jane Yoder
Miller Elementary
Lafayette, Indiana

Level: Kindergarten

Economic Concepts: Productive Resources

This unit was developed to introduce the kindergarten class to economics. The unit covered the basic ideas of production, division of labor, and income and related them to the production of a good or a service. The students put their knowledge to use by making and selling snowmen made out of soap. The production was accomplished through the use of an assembly line, where each child was assigned his/her own task. Through the production of snowmen, the students were better able to understand the economic terms they had learned.

Title: Wheat

Entrant: Doris Onstad
Lake Agassiz School
Grand Forks, North Dakota

Level: Second Grade

Economic Concepts: Government Intervention and Regulation; Interdependence

This unit was developed to help the children become aware of the value of wheat in terms of its world-wide, national, state and local importance. It was shown that other countries are dependent on the export of United States wheat. The children also learned that three groups influence decisions made with regard to wheat production: producers, consumers, and the government. The many uses of wheat were also studied and the students learned the importance of wheat in the production of bread. They also studied the different types of wheat that are produced.

Title: Economics/Career Education

Entrant: Rosalie Mazzone
Helen Muraski Elementary
Strongsville, Ohio

Level: Third and Fourth Grade

Economic Concepts: Productive Resources; Scarcity and Choice

This unit was divided into three main parts. The first part focused on consumer decision making. The second part was career education oriented. During this phase the students planned and outlined businesses. Students applied for jobs, formulated work schedules, were issued credit cards and checkbooks and created advertisements for the items they were to produce. During the third part, the businesses commenced operation. The pupils were both producers and consumers. As producers they earned wages by working and as consumers they were busy making decisions about how to spend their earned wages. All purchases were done by writing checks or using credit cards and each child was responsible for his records.

Title: Economics for Everyone

Entrant: Kathryn M. Lantz
Lincoln Elementary
Lorain, Ohio

Level: Kindergarten-Fourth Grade

Economic Concepts: Money and Monetary Policy

This unit was developed to teach educably mentally retarded children some of the basic survival skills they will need to handle their economic environment. The areas covered by this unit are banking, budgeting money, spending and economic decision making. The subject areas covered by this unit are math through money handling and usage, social studies, by observing the world of work, and oral language, through decision making. The students were allowed to progress at their own level and pace, in order to fulfill their individual needs. Classroom activities are included with the project.

Title: Sesame Street Economics Unit

Entrant: Barbara Santana and Sandra Davis
Bay Crest Elementary
Tampa, Florida

Level: Third Grade

Economic Concepts: Productive Resources; Money and Monetary Policy

This third grade class was taught economics using a learning center approach. Sesame Street characters were utilized throughout the project to help teach economics in a fun way. Some of the objectives of the unit were to distinguish between goods and services, producers and consumers, monetary exchange and barter, and private and public property. The students also learned to identify methods of distribution, types of exchange, scarce resources, advertising techniques and supply and demand. Some of the activities utilized in the learning center were dittos, transparencies, books, puzzles and puppets. A computer program was developed and speakers were presented.

Title: Flower and Vegetable Project

Entrant: Peggy Prophater
South Elementary
Greenville, Ohio

Level: Second Grade

Economic Concepts: Productive Resources; Markets, Supply and Demand

This second grade class formed the Green Thumb Company for the purpose of planting flower and vegetable seeds and having a plant sale. The major objectives of this project were to teach the students that a product is developed and used to satisfy a need (demand) and to form a company for production, thereby teaching some of the fundamentals of the free enterprise system. By forming their company, the students became involved in decision making and the application of classroom knowledge through simulation activities. The students all participated in the production of the plants and when it was time for their plant sale, they knew exactly what they would purchase for their mothers for Mothers Day—their own plants.

Title: Economics in the Times of Marco Polo

Entrant: Polly T. Williams
The Collegiate Schools
Richmond, Virginia

Level: Second Grade

Economic Concepts: Scarcity and Choices; Economic Choice; Money and Monetary Policy

The adventures and travels of Marco Polo were the topics of discussion for this second grade class. While studying the history of Marco Polo, the students realized that many of his actions were influenced by economics. Limited resources and unlimited wants were underlying factors for Marco Polo's travels and are relevant in today's society. The students also learned that choices are necessary in society and studied how to make wise choices. The use of money in today's economy was studied and compared with the trading of goods and services in the times of Marco Polo.

Title: Unit on Introduction of Economics
to Primary Level

Entrant: Marjorie Kinzer
Atchison Catholic Elementary
Atchison, Kansas

Level: First Grade

Economic Concepts: Economic Wants; Scarcity and Choices

This project was developed to introduce the students to economic terms and concepts. The unit began with the introduction of choice through a game similar to Simon Says. Once the children understood the idea of choice, they went on to learn about trading, money, goods and services, exchange, supply and demand and shortages and surplus. All these terms were presented to the children through activities that helped them relate the terms to their lives. The students were receptive and enjoyed the unit. They continued to use the new vocabulary terms and applied the concepts to their own experiences at home, at school and on the playground.

Intermediate

Title: Learning to Love Your Computer: A Fourth Grade Study in the Use of Computers and Their Economic Impact on the World Today

Entrant: Barbara McKeever
Fairview Elementary
Fort Smith, Arkansas

Level: Fourth Grade

Economic Concepts: Interdependency, Productive Resources

The introduction of a TRS 80 into the classroom gave the fourth graders an opportunity to work with a computer on a daily basis. The first semester was started with the students using a program "Eliza" with an artificial intelligence that allowed the children to converse with the machine. The students were all given copies of the keyboard to take home and practice. One of the students, who had been tutored, became the computer operator and was in charge of the computer's daily operation as well as training. The teaching of economics started the second semester. In studying the computer's impact on society the following concepts were covered: the computer's effect on supply and demand; the contribution to our economic growth and standard of living; computers as productive resources; jobs created and eliminated; the increase of productivity through computer use. By the end of the year, the students were able to write their own programs and to adapt their programs to fit individual situations.

Title: The Checking Account

Entrant: Nell A. Cecil
Prestonia Elementary
Louisville, Kentucky

Level: Fourth Grade

Economic Concepts: Money and Monetary Policy

The various skills required in correctly handling a checking account were focused upon in this unit. Math application and money management were also stressed. The students learned how to write out a check, a deposit slip and to reconcile their checkbook. Bank services were explained through the use of a comic book, "The Story of Banks." Points were given for class behavior and credited as either deposits or withdrawals on the students' beginning account of $100. "Check Bingo," a game of words and phrases, was another part of this unit. The students had game boards and the first to cover a row and define each of the terms was the winner. Payment for winning was deposited in the winner's bank account. The class also set up learning centers in the classroom representing different businesses: pet, grocery and restaurant. The students had to complete certain tasks before moving on to other stores. "Check Bingo" is included with the project.

Title: Wheeling and Dealing in Economics: Bicycles in Our Economy

Entrant: Susan Pillar
Woods Elementary
Fort Smith, Arkansas

Level: Fourth Grade

Economic Concepts: Scarcity and Choices; Markets, Supply and Demand

The developmental activities in this unit were divided into five categories: bicycles and scarcity, bicycles and the market economy, bicycles and safety, bicycles and the circular flow, and bicycles and trade. The study of bicycles began with two unique situations—a local bank was offering bicycle accessories in exchange for pennies and a hospital's Bike-A-Thon was taking place. The class divided to investigate why both situations centered their activities on bicycles. The unit was designed to help the students understand basic concepts to learn that scarcity gives rise to the need for economizing, to better understand specialization and manufacture of bicycles. Several speakers and tours helped the students better understand the concepts they had been studying.

Title: Producing and Retailing Goods

Entrant: Marion Farnsworth
Vernon Elementary
Vernon, Florida

Level: Fifth Grade

Economic Concepts: Economic Wants; Productive Resources

This project is a hands-on learning experience concerning the various phases of production, from raw materials to finished product. Lessons in advertising display, money changing and salesmanship are included in the unit. The students joined together to produce over 1,000 items such as trinket boxes, bookmarks, necklaces, pencil and paper holders, piggy banks and cats. They opened a store and sold their goods to the other students. It was hoped that through this team effort students would develop a clearer awareness of the world around them, the interdependence of people and the need to be a wise consumer.

Title: Santa's Associates

Entrant: Barbara Arceneauz
and Karen Cross
Park Forest Elementary
Baton Rouge, Louisiana

Level: Fourth and Fifth Grade

Economic Concepts: Economic Wants; Productive Resources; Economic Incentives

"Santa's Associates" was the name of the corporation formed by these fourth and fifth graders. The students decided to buy, paint and sell plaster-of-paris Christmas ornaments. They found a supplier, took out a promissory note from one of the parents, painted, took orders and packaged the ornaments. The children sold over 1,000 ornaments and used their profit for a skating party and to purchase television sets for the classrooms. All subject areas were incorporated into the unit as the students experienced what life in the business world was really like. Bulletin boards, vocabulary notebooks, worksheets, and film strips were used in this unit. This project gave the students first-hand experience in methods of raising capital, the role of producers and consumers, specialization and economic problem solving.

Title: Stock Market

Entrant: John Eberhart
Pine City Elementary
Pine City, Minnesota

Level: Fifth Grade

Economic Concepts: Money and Monetary Policy

This fifth grade class based a unit on the stock market. They began their unit by studying the history of the stock market. The students went on to learn the importance of managing their own finances and that they must take responsibility for their decisions. Daily stock quotations were read in the newspapers and the quotes were graphed and interpreted by the students. Through this activity the students understood how the mathematics they learned is applied to real life situations. The students also recognized the social and economic factors that influence stock fluctuations.

Title: City Planning

Entrant: William Dalton
Amboy Elementary
Conneaut, Ohio

Level: Sixth Grade

Economic Concepts: Money and Monetary Policy; Government Intervention and Regulation

By using Falls Creek, a model city, this class was motivated to learn key concepts in economics, sociology, political science and general science. The model city unit was introduced after Christmas break to help fill the three-month period until vacation. The city allowed children to feel successful no matter what their achievement level. The high achiever might do an enrichment section, while the poorer student might be good in art or managing money. Three large tables were used for the layout of the city—including trees, roads, houses, businesses, and public buildings. Students were to acquire land any time they wished if they had money. Monetary system "point" was coined as the medium of exchange. Each child was given a house and land with deed. At each pay day the student was paid in accordance with his job, and he had to pay the tax collector a living expense and save or expend the remainder.

Title: Do You Know About Economics?

Entrant: John Delp
Englewood Elementary
Englewood, Florida

Level: Sixth Grade

Economic Concepts: Economic Incentives; Productive Resources

This class looked at economics in a variety of ways. They began their study by constructing a passive thermal mass solar collector. By constructing it, the children explored the financial possibilities of solar energy and how solar energy provides an additional supply for our unlimited demand for energy. After studying how families spend money on energy and other needs, the children looked at how money is made. They discussed the importance of jobs in our economy, observing how different occupations result in different wages. The stock market was also studied and the children invested money in the stock market and the result of their efforts was a profit.

Title: The Wide World of Economics: A Study of Economic Forces

Entrant: JoAnn Lovett
Woods Elementary
Fort Smith, Arkansas

Level: Sixth Grade

Economic Concepts: Productive Resources; Interdependence; International Economics

This year-long study of world-wide economics had as its objectives for the students to learn the use of productive resources; to learn about the economic system of each country studied and how production is carried out; to learn about the economic and cultural reasons why people live where they do; to study the interdependence of people of the different regions and the economic significance of international trade; to learn about the scarcity of energy and its impact on economics; to study the advance of modern technology and its effect upon economic development. In studying the various topics, the students prepared written as well as oral reports. As a culminating activity, each student wrote an economics booklet. The majority of them dealt with economics of the world. However, one dealt with the influence of a strike on the economy and another was about goods and services for people.

Title: Energy Sweepstakes Bingo

Entrant: Morey M. Anderson
Golden High Elementary
Rochester, Minnesota

Level: Fourth-Sixth Grade

Economic Concepts: Money and Monetary Policy

The purpose of this unit on Energy was to enhance the students' math skills, vocabulary, leadership qualities, peer cooperation and parental communication. The children learned why energy costs increase (increased usage) and how to keep energy costs down. They participated in a game called Energy Sweepstakes Bingo, using a comparison of last year's electricity bills with current meter readings.

Title: A Fifth Grade's Big Venture Into Small Business

Entrant: Roberta B. Brown
Bowley Elementary School
Fort Bragg, North Carolina

Level: Fifth Grade

Economic Concepts: Productive Resources

The teacher of this class started this project by auctioning candy bars every day. As the price increased each day, the students learned about inflation. After they had learned several economic terms, they decided they wanted to begin a small business of their own. They furthered their knowledge by visiting a bank for first-hand experience. When the students realized that they could not be granted a loan, they were very disappointed. They tried again at a Credit Union and received a $50 loan. Finally, they agreed to sell the following: plant watchers, tub scrubbers, key chains and cross-stitched lids on jars of candy. Later the students decided to sell shares of stock on their products. This was very successful and eventually they made enough to repay their loan. The students decided to spend part of their money on a field trip and the rest of it was spent on a beautification project for the school grounds. This unit of study also covered other curriculum areas such as mathematics, social studies, language arts and art.

Title: The Caribou Caper

Entrant: Marcia A. Baker
Snowshoe Elementary
Palmer, Alaska

Level: Fourth Grade

Economic Concepts: Productive Resources; Economic Wants

The Caribou Caper is a real-life activity in which intermediate students posing as Alaskan animals assist a caribou in running an elementary school store called Caribou Cache. Students taking turns in the roles of animals are the shareholders in a corporation of which the caribou is chairman of the board. In addition to being shareholders, all students, in and out of disguise, serve as cashiers, clerk, manager, bookkeeper, advertising agent, and graphic artist. This unit is used to assist students and their parents to shift from subsistence to cash economies. The unit is nine-weeks long. Seven weeks is devoted to the student operation of a school store. The unit is centered around a sixty-page teacher-written text in which the caribou teaches students economic terms and concepts as well as how to operate a merchandising business.

Title: Economic Differences Between North and South: 1830-1875

Entrant: Margaret S. Allen
Parkwood Heights Elementary
Jacksonville, Florida

Level: Fifth Grade

Economic Concepts: Scarcity and Choice; Markets, Supply and Demand; Specialization, Comparative Advantage and the Division of Labor

The purpose of this unit was to acquaint the class with the economic difference between North and South before the Civil War. Development of the students' understanding of the causes and effects of the Civil War and a comparison of the economic climate of the 1800s with that of today was also stressed. Filmstrips, time lines, slides, graphs and role playing were all used in relating the past to the present. The students were encouraged to develop their research and committee work skills through class presentations. Economic ideas explained in the unit included supply and demand, mass production, money systems, and the economic effect of culture and social change.

Title: Economics Was the Answer

Entrant: Mildred Foster
Fundamental Education Center
Cleveland, Ohio

Level: Fourth Grade

Economic Concepts: Opportunity Costs and Trade-offs; Markets, Supply and Demand

The main goal of this unit was to teach economic concepts and to encourage the growth of human relations. The class had a resource person come speak to them about India, the people, and the conditions of their life. They decided to raise $20 to buy books and send them to Bombay, India. "Fosters' Basic Kids" company was formed to produce, advertise and sell key chains and school bags throughout the school. Social studies, math, and language arts were utilized in the unit. Economic concepts, including consumer, opportunity costs, supply and demand and economic decision making were stressed throughout the unit. As a culminating activity, the school bags were sold in a booth at the school marketplace.

Title: Consume and Save

Entrant: Warren Edmisten
Sutton Elementary School
Fort Smith, Arkansas

Level: Fifth Grade

Economic Concepts: Productive Resources

The discussion of what happens to waste paper provided this class with the opportunity to trace the production and use of paper in our society. They learned how natural resources, human resources, and machinery and equipment are used to make paper and paper products. The class learned basic economic concepts through a study of production, distribution and consumption of paper products. Numerous field trips were conducted to familiarize the students with paper-related firms. The firms or speakers covered production, distribution and consumption and recycling of paper.

Title: Learning and Earning

Entrant: Bettie Hallberg
The Collegiate Schools
Richmond, Virginia

Level: Fourth Grade

Economic Concepts: Productive Resources; Opportunity Costs and Trade-offs; Markets, Supply and Demand; Scarcity and Choice

This three-week unit was developed to teach basic economic concepts to fourth graders. The concepts included scarcity, productive resources, opportunity costs, and markets. The children were also introduced to many economic terms: wants, goods, services, consumer, production, specialization and the division of labor. The class was taught the various steps in wise decision making using everyday examples. Problems, activities, games and worksheets were used to demonstrate and reinforce the terms and concepts. The class obtained a $30 loan to use in the production of stationery. They put together the stationery packets, advertised and sold their product throughout the school fair. The profit was used to purchase a playground ball, game and reward stickers. The unit also used films, resource people, children's literature and "Trade-offs" to teach the children.

Title: Mini-Merchants, Inc.—Gifted

Entrant: Alva Alexander
Cypress Elementary
Pompano Beach, Florida

Level: Second-Fifth Grades

Economic Concepts: Economic Wants; Markets, Supply and Demand

It was decided by this group of gifted students to advertise, make and sell popcorn after school on Fridays. Their goal was to earn a profit to be used for their trip to North Carolina. The children learned how to make change, graph sales and expenses, advertise and how to use incentives to motivate wanted behavior. The students added prizes to some of the popcorn bags to increase sales and gave a free bag of popcorn to anyone redeeming ten used bags. The children learned the differences and benefits of retail versus wholesale and small unit purchases versus bulk purchases. They also learned that money could be made if you produce an affordable good that people want.

Title: Economic Education to Arrest Juvenile Delinquency

Entrant: Nancy Braden
Barling Elementary
Barling, Arkansas

Level: Fifth Grade

Economic Concepts: Money and Monetary Policy

The cost of crime and vandalism to the community and where does the money come from to pay these costs was the beginning of this economics unit. The class discussed the cost of the Cuban refugee riots at Fort Chaffee (Ft. Chaffee is adjacent to Barling), the cost of vandalism to their school that was discussed one Monday morning, and the costs of crime to private business. In understanding where the money comes from to pay for crime, speakers from the city, the banks, several businesses and federal agencies explained how they paid for losses. The students learned how a criminal record may affect the future of the student seeking a job.

Title: The American Economic System

Entrant: Lorraine M. Cosgrave
Moody Middle School
Richmond, Virginia

Level: Sixth Grade

Economic Concepts: Economic Wants; Productive Resources; Markets, Supply and Demand

This one-month unit was designed to acquaint these sixth graders with the American economic system. Simulation activities, films, booklets and class discussions were used to explain economic terms and concepts such as supply and demand, inflation and productivity. The project consists of six lessons: An Idea Can Become a Business; Factors of Production; Consuming, Producing, Voting; Community and Business; Types of Businesses; Formation and Operation of a Classroom Corporation. The students created a corporation, planned and produced products (red stuffed hearts, key chains and pom-poms), sold stock, wrote a company report and paid out dividends.

Title: The Role of Music in a Free Enterprise System

Entrant: Brenda Lyons
Morrison Elementary School
Fort Smith, Arkansas

Level: Sixth Grade

Economic Concepts: Nature and Types of Economic Systems

America's music depicts our native backgrounds, traditions of government and rich folk heritage. The unit has three sections—songs of a nation at work, songs of a nation at play and songs of freedom. The first section was designed to help students learn that music has proven to be of value in the world of work because it can be used to increase productivity. In the second section, the class was divided into four committees to do research and make reports on: how music was used for enjoyment in the early days, how people today have more time for music, how many people in the community are involved in music-related activities, and finally, what effects the deaths of several recording stars had on local record sales. The importance of music to freedom was made clear with the homecoming of the hostages from Iran. With this news story the class studied this event in history where songs were important.

Title: Dollars and Sense: Decisions About Money

Entrant: Ann Walls
Gavin Cochran Elementary
Louisville, Kentucky

Level: Fourth Grade

Economic Concepts: Scarcity and Choices; Markets, Supply and Demand

"Dollars and Sense: Decisions About Money" was developed to present the basic vocabulary and information needed by the students in order to make sound economic decisions, develop a systematic problem-solving approach to decision making and to establish an awareness and appreciation of the importance of economics in each of their lives. Some of the topics discussed in the unit were supply and demand, advertising, resource management, the use of money as a medium of exchange and consumer rights and responsibilities. These economic topics were incorporated in language arts, math and social studies lessons throughout the unit.

Title: An Economic Teaching Unit for 5th Grade History

Entrant: Ellen Burhans
The Collegiate Schools
Richmond, Virginia

Level: Fifth Grade

Economic Concepts: Scarcity and Choices; Opportunity Costs and Trade-offs; Economic Wants

Economics as an integral part of society, an individual's impact on society, and the fact that choices have both benefits and costs were focused upon in this unit. The feudal era of the Middle Ages was used to demonstrate the effect of economics on society. The students studied three basic questions each society must answer in determining the allocation of resources: (1) What goods or services are to be produced? (2) How are they to be produced? (3) For whom are they to be produced? The class was divided into groups representing feudal manors and had to answer each of the basic questions.

Title: A Year of Fourth Grade Economics

Entrant: Margie Dunlevy
McKinley Elementary
Lakewood, Ohio

Level: Fourth Grade

Economic Concepts: Economic Wants; Productive Resources; Markets, Supply and Demand

A year of economics was divided into four major sections—Animalnomics; McKinley Money Makers, Inc.; McKinley Money Makes Piggy Bank; and McKinley Money Makes Gazette. The project was designed to teach each child basic economic principles so he can better understand the world he lives in and begin to understand how to make intelligent economic decisions. To put the principles in action, the students set up and ran three companies, a bank and a newspaper. The first two-week section, animalnomics, introduced and explained basic areas (producer, scarcity, wants, division of labor, specialization, supply and demand, etc.). The second section (MMM) was a result of the need of funds to lease a bus for a field trip. McKinley Money Makers made inexpensive Christmas gifts. The class-owned production company developed a logo, selected a slogan, designed products, conducted market research, set up and ran assembly lines, developed advertising techniques and sold their products. The class had such success with the first business that consecutive businesses, banks and a newspaper were established. Lessons with detailed plans are included with each section.

Title: Media: Keys to Discovering Economics

Entrant: Stanley K. Wells
Echols Elementary
Fort Smith, Arkansas

Level: Fourth Grade

Economic Concepts: Productive Resources; Scarcity and Choice

This unit was a study of economics using media as the focus. The unit was divided into four main parts: scarcity, division of labor, resources and productivity, and market system. Each part was introduced to the class through either class discussion or activities. Economic activity cards were then developed. The students worked at their own pace to complete task cards. Other activities included in the unit were field trips, work sheets, individual projects, group activities and filmstrips.

Title: Free Enterprise in Action

Entrant: Verna T. Wood
Bates Elementary School
Ogden, Utah

Level: Sixth Grade

Economic Concepts: Productive Resources

This project began when a large evergreen tree was donated to the sixth grade class for the purpose of making Christmas wreaths as an art project. Each student made his/her own wreath and sold it for three to five dollars, depending on the artistic flair. Through this project the students' net profit was $253. With this money, the students decided that they would show Friday night movies for five weeks. They sold season tickets for $3.50 or individual tickets for one dollar per movie. Although the sixth graders were doing all of the work at their movies, they decided to pay $2.50 for a season ticket. The students also set up a concession stand and were successful. At the end of the students' movie business, the class fund had increased to $1950. With this, they purchased a computer for the economics fair and had a breakfast party.

Title: The Mini Mall Elementary School Store

Entrant: Robert L. Swanstrom, Jr.
Esko Independent School District #99
Esko, Minnesota

Level: Sixth Grade

Economic Concepts: Economic Wants; Interdependence

The teacher of this sixth grade class felt confident that a mini mall would be successful in this school. Through this business the students became aware of economic principles in our society. The project began by getting approval to start the business and by naming the store. Once this was completed, the students obtained their capital by receiving a $100 loan from the school and by buying one share of stock at five dollars per share. With this money, the class purchased their inventory and set up their store. The store was opened three days a week during lunch time. The students also sold tote bags by going to every classroom, giving a sales pitch, handing out order forms, and returning to the class the next day to collect the orders. During the final week of school, the students held a "going out of business" sale. When the store had closed, the students realized a sizeable profit. They decided to divide the money equally among the stockholders. As a result, the stockholders (students) were issued $19.58 for their five-dollar investment.

Title: Consumer Education

Entrant: Lorraine Weir
Berryton Elementary
Berryton, Kansas

Level: Fourth Grade

Economic Concepts: Economic Wants

This mini-unit was designed to allow elementary students to become more aware of the benefits obtained by being an informed consumer. Six lessons were developed which primarily focused on food purchases. The topics of the lessons were: (1) the importance of being an educated consumer, (2) the characteristics of consumers, (3) a comparison of brand names to store names, (4) a comparison of cost per unit of small and large items, (5) a study of newspaper ads and coupons, and (6) a summary of the ideas learned.

Title: Economy Tree

Entrant: Richard Waldsmith
State Road School
LaCrosse, Wisconsin

Level: Fourth Grade

Economic Concepts: Economic Incentives

This game was developed for students to experience a make-believe lifetime in one school year. The object of the "tree game" was to begin at the bottom, in grade one, and climb to the top, to post graduate level, by accomplishing different learning activities in economics. Each student kept a notebook of economic clippings, cartoons and an account of how money was earned and spent. This program involved students in decision-making, chance, economic research, choice, taxes, unemployment, career education, stocks and bonds, interest and loans, insurance, education and bookkeeping.

Title: Agri-Business and Our Shrinking Tillable Acres

Entrant: Josephine Bervar Zaeske
Thomas Edison Elementary School
Moorhead, Minnesota

Level: Sixth Grade

Economic Concepts: Opportunity Costs and Trade-offs; Scarcity and Choice

The goal of this unit was to acquaint the students with problems faced by farmers and to teach them that a farmer's decision must be carried out in spite of risks involved. Basic vocabulary terms such as risk, asset, debit and scarcity were taught to the students. The first activity was titled "Land, A Precious Natural Resource." This focused upon the fact that resources are needed to produce goods and services. A bulletin board was prepared for the students to display pictures cut from magazines, newspapers, etc. Each picture was placed under a heading such as mined, commercial and noncommercial. The second activity was titled "Flour or Butter." This was designed to develop critical thinking and to stress choice making and risk taking. For this, two sets of pictures were displayed—one for dairy farming and one for grain farming. The class discussed different aspects about each type of farming. For the evaluation, worksheets with problems on them were handed out for the students to solve.

Title: From Peanuts to Profits: A Study of Economics for Hearing Impaired Children

Entrant: Joanne Bonder and Beverly Kerecman
Millridge Center for Hearing Impaired Children
Highland Heights, Ohio

Level: Fifth Grade

Economic Concepts: Productive Resources; Market, Supply and Demand

The unit was used year-round to teach basic economic terminology and concepts to hearing impaired children. It commenced with the tracing of the American economic system through three historical eras—Colonial America, the Industrial Revolution and modern times. This introduction involved readings, field trips, and activities designed to bring these eras into view of the children's experiences. The unit outlined the circular flow of money in the economy and fostered the understanding of how people act as both consumers and producers in the economy. The unit culminated with the creation, marketing, and sale of peanut butter cups by the class-owned Candyland Corporation. The corporation was a success with proceeds divided among shareholders after a magazine subscription had been purchased for the library.

Title: The Salad Bowl, Inc.

Entrant: Dorothy A. Buck
Clyde C. Hadden
Painesville, Ohio

Level: Fourth Grade

Economic Concepts: Productive Resources; Markets, Supply and Demand; Money and Monetary Policy

Each fourth grade student involved in this unit was responsible for his own garden. The gardens were a school tradition incorporating science with economic concepts. The children formed a corporation, sold stock, planted and cared for their gradens, harvested the food and made and sold salads. The objectives of the unit included differing between barter and money, determining resources, exploring the benefits of the division of labor, supply and demand, and competition.

Title: The Arrow Corporation

Entrant: John W. Jewell, Pam Singletary and Lynda Wheeler
Broken Arrow Elementary
Lawrence, Kansas

Level: Fifth and Sixth Grade

Economic Concepts: Economic Wants; Opportunity Costs and Trade-offs; Markets, Supply and Demand; Money and Monetary Policy

Through this project it was hoped that the students would learn to set realistic goals; learn about their own abilities, values and potential; and develop an understanding of the basic economic principles and concepts (supply and demand, profit, marketing, and the monetary system). The ideas of self-awareness and self-concept were also stressed. The students participated in a "hands-on" experience of operating their own school store. They sold stock, took a market survey, took out a bank loan and then bought and sold T-shirts.

Title: The Economics of Retail Theft—Shoplifting

Entrant: Charles E. Lapp
Crystal Lake Elementary
Crystal Lake, Illinois

Level: Sixth Grade

Economic Concepts: Opportunity Costs and Trade-offs; Scarcity and Choices

The costs of retail theft (shoplifting) were conveyed to sixth grade students through this class unit. The students studied the social and economic impact of retail theft. They learned that everyone pays for the theft through higher merchandise prices. The students looked at the issue through the eyes of the retailer, and realized why they react to shoplifting the way they do. The symptoms, kinds, and consequences of shoplifting were studied and they looked at ways to prevent the theft. The students' attitudes and behaviors concerning theft changed through their study. Community organizations were utilized in obtaining information for the students and guest speakers.

Title: Check It Out

Entrant: Ann B. Kretsinger
Brookwood Elementary
Leawood, Kansas

Level: Fifth Grade

Economic Concepts: Money and Monetary Policy

"Check It Out" deals with checking accounts and how they work for the bank customers. The first section identifies a personal check and its different parts. The children also studied the reasons checks are so popular in the United States and how to fill out a check. The second section identified a bank deposit and taught the children how to properly fill out deposits. The importance of keeping a good check register and how to accurately keep one were discussed. The third section exemplified the importance of reconciling a checking account. The children also learned the proper way to reconcile a checking account.

Title: Edible Economics

Entrant: Susan Nilsson and Alice Stanislav
Parkway Elementary
St. Paul, Minnesota

Level: Fifth and Sixth Grade

Economic Concepts: Productive Resources; Markets, Supply and Demand

This is a two-part unit that investigates the economics of food production and consumption. The first part of the unit was called "Green Thumbing It" and it created an awareness of how economics is involved in food production. The students examined the growth and production of agricultural crops, dairy products, poultry and beef products. A self-sustaining farm family and a family dependent on commercially marketed food were compared with respect to time, cost, availability and consumption of products. The second half was called "Marketing Madness" and in this section the students discovered that a large portion of the wage earners' salary is spent on food and food-related items. The students learned about how the pricing of their wants and needs is determined by the supply of the product and the demand for the product.

Title: Learning Economics in the Math Lab

Entrant: Eunice Miller
Howard Elementary
Fort Smith, Arkansas

Level: Fourth-Sixth Grade

Economic Concepts: Productive Resources; Scarcity and Choices

This unit was developed to strengthen the children's understanding of the social phase of arithmetic. This was developed by relating mathematics to economics and showing the children that they were studying areas that would be beneficial to them throughout their lives. The students discovered ways in which they could help ease their parents' economic situations by studying public utilities and ways of conservation. The students worked both individually, researching topics, and in small groups, discussing individual research and working on group projects.

Title: Creating and Operating Small Businesses

Entrant: Betty Weekley and Jeff Beatty
Waterman Elementary
Harrisonburg, Virginia

Level: Sixth Grade

Economic Concepts: Markets, Supply and Demand

This sixth grade class was introduced to economics through the formation of seven businesses. The class was taught basic economic principles, and then learned how to handle a checking account. Once the students had a working knowledge of a checking account, they divided into seven groups. Each group was responsible for starting a business. They choose the product to be sold, took out loans, purchased merchandise, created advertisements for their product, and determined a location for their business. Store hours were established and the stores were open for business. The students learned how to handle money by making change for customers and making deposits to the bank. The stores operated for six weeks and at the end of that time, the childrean realized the profits they had made and decided on ways to spend their profits.

Title: Historic Preservation . . . Is It Worth It?

Entrant: Mary Lou Swartz
Lawndale Elementary
Akron, Ohio

Level: Fourth Grade

Economic Concepts: Opportunity Costs and Trade-offs

The fourth grade students of this class learned economics and history simultaneously in this unit. The unit was developed to instill pride and understanding of the community in the children. The problem of having a greater demand for preservation of historical sites than available funding was explained to the students. The students toured historic properties, conducted surveys in area shopping malls, sponsored an essay contest and participated in a twenty-minute videotape production. The unit provided the students with an opportunity to think and use decision-making skills in a practical and useful environment.

Title: An Introduction to the World of Work and Money

Entrant: Patti Chance
Lindsay Elementary
Lindsay, Oklahoma

Level: Fifth Grade

Economic Concepts: Economic Incentives; Money and Monetary Policy

This teacher developed a method to fairly distribute daily classroom chores to the students. The chores were set up as jobs, and each week students filled out applications and applied for jobs ranging from banker to trash supervisor. Each job had a different salary based on the skills necessary and the demand for the job. With the salaries earned, the students were able to purchase items from a class store or purchase privileges from the teacher. The monetary unit used in the classroom was the "Chancebuck" and each student was responsible for keeping an accurate count of the amount of "Chancebucks" they had on hand.

Title: An Experience in the Free Enterprise System

Entrant: Elsa G. Terri and
Marilyn Z. Blackmer
Lake Magdalene School
Tampa, Florida

Level: Fourth and Fifth Grade

Economic Concepts: Markets, Supply and Demand

The teachers of this project utilized an existing school bookstore, which they managed, as a source of economic learning for their pupils. They converted the bookstore from a teacher-managed store to a student-managed and operated bookstore. By running the store, the students saw first-hand how the free enterprise system operates. The children also learned about competition, markets, supply, demand, consumers and producers and how they all have a major impact on the running of a business. Other terms studied were profit, exchange, specialization, advertising, distribution and services.

Title: Read the Label: A Unit on Nutrition and Economics

Entrant: Antoinette L. Costa
Bridgham Middle School
Providence, Rhode Island

Level: Fifth Grade

Economic Concepts: Specialization, Comparative Advantage and the Division of Labor

This fifth grade class learned about nutrition by viewing films, making posters that illustrated the four food groups, and visiting a supermarket to do comparison shopping. The unit began by showing the students three films which explained the body's need for nutrition, how the nutrients work and how nutrition labeling on packages gives consumers necessary information in choosing food. Next, the class divided into five groups and were assigned to cut out pictures from the four food groups. Using their pictures, they put together a week's menu for a family of four. When the students went to the supermarket, they were told about working conditions, computers, wages, and dependability. The objectives of this unit were to teach the students about the four food groups, to help them understand that shopping wisely can help a person save money, and to realize the government's involvement in requiring that packages be labeled.

Title: Trilogy of Awareness—Economics, Guidance, Career

Entrant: Crystal S. Rounsaville
Arapaho Elementary
Richardson, Texas

Level: Sixth Grade

Economic Concepts: Scarcity and Choice; Interdependence

This project was designed for the integration of economics, career awareness and guidance for sixth grade handicapped students. The students developed an awareness and understanding of unlimited wants and scarcity of resources. The children were presented with economic behaviors and shown how what happens on the world level affects them individually. Division of labor, specialization and interdependence were also studied by the children. Finally, the students developed an awareness of the importance of academic skills in relation to economics and the working world.

Title: Kids N Kompany of Kingswood—3K's

Entrant: Annie Dever and Dorothy Zielinski
Kingswood Elementary
Brandon, Florida

Level: Fifth Grade

Economic Concepts: Specialization, Comparative Advantage and the Division of Labor; Markets, Supply and Demand

These fifth grade students acquired a working knowledge of how a business operates in the free enterprise system by forming their own business called "Kids N Kompany of Kingswood." The entrepreneurs decided what products to produce, secured a loan for the initial outlay of capital, and after comparing prices, purchased the necessary materials. The company produced four products, so the labor was divided into four departments, each specializing in a different area. When the products were produced the students did market surveys and included the cost of production in their selling price. The students set up a store and sold all their products, realizing a profit.

Title: Adventures in Money Management Systems

Entrant: Rose DeGraaf
Columbus School for Girls
Columbus, Ohio

Level: Sixth Grade

Economic Concepts: Nature and Types of Economic Systems

This class gained an understanding of the free enterprise system by studying factors that create a free enterprise system. The students studied the principles of competition and the freedom individuals have to spend and/or invest their money. The importance of money management and the evolution of trade, from its earliest stage of bartering, were also studied. The stock exchange and how it operates was presented to the students. When the free enterprise system was understood, the children went on to learn about socialism and communism. They compared and contrasted the various economic systems and learned the advantages and disadvantages of each.

Title: Economic/Consumer Unit: Budgeting Your Checks

Entrant: Pete Morgan
Murray Middle School
Murray, Kentucky

Level: Sixth Grade

Economic Concepts: Money and Monetary Policy; Opportunity Costs and Trade-offs

This unit was developed to present a practical way for students to use their math skills. The students looked at different jobs and their beginning salaries and then planned a budget that would fit their salary limitations. They learned how to write checks and balance a checkbook. They also had to decide how to spend their money, look at opportunity costs, and examine their personal values. The students also went on a field trip to a local bank where they were able to ask questions and get a better understanding of the way in which a bank operates. A center was also set up in the classroom with materials that could be used during class free time.

Title: Children Understanding Stock Investments

Entrant: Beverly P. Perez and
Charlotte E. Valenti
Williams Elementary
Tampa, Florida

Level: Sixth Grade

Economic Concepts: Government Intervention and Regulation; Competition and Market Structure

This project was developed to enable students to have a general understanding of stocks and investments. It began with the children studying the different types of business organization, proprietorship, partnership and corporations, and the advantages and disadvantages of each type. The students then looked at stocks and investments. They learned about the role of government in private and public enterprise and how government regulations have impacts on businesses. The historical background of Wall Street and the stock market was also studied. When the unit was over, the students understood the basic operations of the stock exchange.

Title: Mr. Money Is Alive

Entrant: Janet Tussing
Anne T. Case
Akron, Ohio

Level: Sixth Grade

Economic Concepts: Interdependence; Scarcity and Choice

The students of this sixth grade class wanted to learn how their school stationery store operated. Through this study, the children learned the importance of advertising, the division of labor necessary to make a business successful, and the interdependence of different jobs within a business. Simultaneously, the students learned to develop a budget of their own and gained an insight into the reasons parents are not always able to let them purchase anything they want. Other activities included a trip to the bank and a popcorn sale, which helped to develop a better understanding of the circular flow of money in our society and people's economic interdependence upon each other.

Title: EKO NOMICS—The Friendly Imp

Entrant: Virginia McLaurin
West Elementary
Jonesboro, Arkansas

Level: Fourth Grade

Economic Concepts: Specialization, Comparative Advantage and the Division of Labor; Scarcity and Choice

The investigation of food production, distribution and consumption, with emphasis on the school cafeteria, was the main focus of this project. The students discussed the problem of waste in the cafeteria. They also observed how scarcity affected the management of the school cafeteria, especially through decision making regarding money and resources. The students went on field trips to observe other cafeterias, and as a culminating activity each child was given the chance to help work in the school cafeteria. Their job experience provided them with on-the-job training in the areas of specialization, allocation, division of labor and assembly line methods.

Title: As Always—Inflation

Entrant: Dorothy Milliner
St. Rita School
Louisville, Kentucky

Level: Fourth Grade

Economic Concepts: The Price Mechanism

This unit evolved because of a student need to gain a better understanding of the concept of inflation, which was so greatly influencing their lives and habits. The unit provided a link between the abstract term and practical experiences that the students were familiar with in real-life situations. Each student was responsible for recording the weekly prices of several items in grocery stores, the data being the subject of discussions. Jobs were also allotted to students in the classroom and every day a token wage was paid and two candy bars were auctioned. The students observed that when supply remains constant and demand or available money increases, the price for the item increases thereby causing inflation.

Title: An Economic Unit: The Stock Market

Entrant: Pamela H. Krempel
C. H. Decker Elementary
Las Vegas, Nevada

Level: Fifth Grade

Economic Concepts: Nature and Types of Economic Systems; Voluntary Exchange

This classroom project was designed to cover seven broad areas of economics. The students began by learning about wants and needs, and being able to identify their individual wants and needs. They learned about scarcity and how it affects them, and then moved on to discussions about opportunity costs. Our economic system in the United States was then compared to the system in Russia. After studyirg economic systems, the students learned about the factors of production, specialization and private property. As a culminating activity, the students learned about the stock market and went through a simulation of how an actual stock market operates. Lesson plans and classroom activities are included in the project.

Title: The Fifth Endeavor

Entrant: Phil Guengerich
Linville-Edom Elementary
Harrisonburg, Virginia

Level: Fifth Grade

Economic Concepts: Markets, Supply and Demand; Productive Resources

This unit consists of a candlemaking business. The business was developed to teach the students the principles of the free enterprise system and to find out, in a first-hand experience, how to earn money. The students learned about banking, the history of money, business organizations and functions, sales and advertising, public relations, surplus, supply, demand and shortages. The overall goal of the business was to purchase raw materials, sell the finished products and realize a profit.

Title: Yelm School Days

Entrant: Gene C. Sharratt
Southworth Elementary
Yelm, Washington

Level: Fourth Grade

Economic Concepts: Markets, Supply and Demand; Opportunity Costs and Trade-offs

The purpose of this economic project was to provide an opportunity for each student to participate in the learning of basic economic principles through the development of a classroom business. The students began with a market survey to determine which items would sell the best, and upon completion of the survey they decided to produce and sell a coloring book. The business was concerned with the development, production and marketing of their coloring book. The theme of the coloring book was centered around the school, the community, and the environment. The profits from the sales were donated to the school to purchase flowers and bushes for the school environment.

Title: Let's Study Economics or Hang in There!

Entrant: Jo Anna Schneider
Sunset Hill Elementary
Lawrence, Kansas

Level: Fifth Grade

Economic Concepts: Interdependence; Specialization, Comparative Advantage and the Division of Labor

This one-week social studies unit was developed to introduce the children to economics. The class was presented with the tasks of choosing an item to produce, making a product, deciding on a medium of exchange, marketing the product using a simple survey and filmstrip commercials, and participating in evaluation. The children learned about scarcity when determining which product to produce. Division of labor and specialization were discussed when the children discussed custom-made versus mass-produced products. The children studied bartering as a variation of our present medium of exchange and observed the circular flow diagram as an aid in understanding interdependence and our market economy.

Title: Economics in Action

Entrant: Jane Whitsitt and Sybil Hurst
Brentfield Elementary
Dallas, Texas

Level: Fourth Grade

Economic Concepts: Economic Wants; Markets, Supply and Demand

"Economics in Action" was built around the learning through doing process and the majority of the lessons were active rather than passive activities. The students of this class knew a great deal about spending money and, therefore, this project was designed to teach them about planning, budgeting and making wise consumer decisions. Economics in Action included moola money, a classroom medium of exchange, a flea market where advertising, buying and selling took place using moola money, and the organization of a real company called the "Popcorn Factory."

Title: Choosy Consumers

Entrant: Gayle Lopez and Virgie Bundy
East Consolidated
St. Paul, Minnesota

Level: Fourth-Sixth Grade

Economic Concepts: Opportunity Costs and Trade-offs; Scarcity and Choices

This unit consists of twelve lessons and supplementary materials to help fourth, fifth and sixth graders develop basic consumer economics skills and understanding. The students studied and explored economic terms through planned learning activities. They also became aware of their role as consumers and the effect their economic decisions have on others. The children were assisted in making rational and intelligent consumer decisions in light of their personal values, marketplace alternatives, and social, economic and ecological considerations. The students were also taught that they had to live with the consequences of their economic decisions.

Title: Tork Town

Entrant: Phyllis Knoer
Dann E. Byck Elementary
Louisville, Kentucky

Level: Fifth Grade

Economic Concepts: Markets, Supply and Demand; Scarcity and Choice

The purpose of this unit was to teach students the basic principles of economics. Students were both consumers and producers of various products, goods and/or services. A basic monetary system was set up in the classroom. The students earned money for services they performed and were charged money for items and products they consumed. The major economic terms studied were scarcity, choice, consumer sovereignty, factors of production and supply and demand. The specific goal of the unit was to teach children that they are active, important participants in our economic system and that their choices have an impact on the overall economy.

Title: Unit D Popcorn Company

Entrant: Bob Byrne, Kathy Beiler, Onva Willis and Iretha Trimble
Washington Elementary
Cincinnati, Ohio

Level: Fourth Grade

Economic Concepts: Productive Resources; Specialization, Comparative Advantage and the Division of Labor; Markets, Supply and Demand

Economics lessons for this class centered around the selling of popcorn to raise money for field trips. Students began their study of economics by learning about production, specialization and the division of labor through a simulation of an assembly line. The students used resources—land, labor and capital—in different combinations and analyzed their resulting profitability. This experience gave them direction for starting their popcorn business. The students planned the production process, identified the jobs that were needed and wrote job descriptions. Students then applied for jobs, filling out applications and taking a skills tests. Lessons dealing with supply, demand, and marketing were also incorporated in the unit.

Title: Money, Facts and Fun

Entrant: Marilyn Nance and Marilyn Shelby
Mayo Elementary
Tulsa, Oklahoma

Level: Fifth and Sixth Grade

Economic Concepts: Voluntary Exchange

In this unit the children were introduced to some basic principles of our economic system. The students learned how to write checks and keep a check register. The children were paid a salary determined by the amount of satisfactory work they completed in their classes. This salary was used to pay expenses such as rent, food, clothing, taxes, savings and investments. Any extra money was used to purchase special entertainment privileges which included a movie and popcorn, worksheets, bingo and other games. They could also purchase candy and game privileges.

Title: Our Poppin' Economy

Entrant: Willie Mae Martin
DuVal School
Fort Smith, Arkansas

Level: Fourth Grade

Economic Concepts: Productive Resources; Interdependence

Popcorn was the central theme for this fourth grade class. The teacher utilized popcorn from its early stages as a seed planted, to its edible stage of popped popcorn, to teach economics to the students. The students studied the productive resources necessary to grow the popcorn. They looked at the history of the popcorn industry and observed how the industry grew and progressed as the economy changed. Interdependence between the farmers, food processors, grocers and consumers was also studied. Wants and needs were brought into focus when the students were handed unpopped popcorn one day. They quickly realized the need for electricity and oil and how salt and butter were just wants, not necessary to pop popcorn.

Title: The Recess Bar Company

Entrant: Herman Sprague and Jim Steele
Bidwell-Porter Elementary
Bidwell, Ohio

Level: Fifth Grade

Economic Concepts: Markets, Supply and Demand

The Recess Bar Company was a business venture in which the fifth grade students obtained real experiences in our free enterprise system. The students went through the steps of organizing the company, buying stock certificates, acquiring a bank loan and learning the aspects of operating a store. Advertising, pricing, bookkeeping, profit sharing and banking were also studied in relation to the class company.

Title: Common Sense Economics

Entrant: Adelene Neislar
Ballman Elementary
Fort Smith, Arkansas

Level: Fourth and Fifth Grade

Economic Concepts: Productive Resources; Scarcity and Choices

This class took a common-sense approach to learning about economics and how it affects them daily. They began by studying entrepreneurs, especially the one their school was named after, and learned about how they must integrate human, natural and capital resources. The cost of resources was then made apparent to the students when their film projector blew a light bulb and the media services specialist explained upkeep and replacement costs to the students. Scarcity and opportunity costs were also studied in a common sense manner when the students learned about the water shortage in their community. The children studied ways to conserve the water and combat the shortage.

Title: Humbug and the Humburger

Entrant: Julia R. Humbug
Andover Elementary
Andover, Kansas

Level: Sixth Grade

Economic Concepts: Markets, Supply and Demand; Specialization, Comparative Advantage and the Division of Labor

Humbug and the Humburger is a learning activity package and it offers teachers the opportunity to introduce economic education through individualized instruction. This learning activity package uses a story about Humalyah Bug to build basic principles in economic education. The package contains four sequential learning capsules for the field of economics. The capsules are designed to give a basic understanding of how businesses satisfy the goods and services we want and need as well as basic economic terms. Each capsule contained in the package has a primary idea as well as secondary ideas. These ideas are: supply and demand, consumers and their choices, division of labor and specialization, and money as a medium of exchange.

Title: Simco: A Private Enterprise Simulation

Entrant: Janet E. Johnson
Lowell Elementary School
Boise, Idaho

Level: Fifth Grade

Economic Concepts: Markets, Supply and Demand

Simco, a private enterprise simulation game, was developed as a culminating activity to follow the fifteen economic lessons in Trade-offs. The game was designed to provide students with first-hand experience in setting up a small business, electing company officers, selecting products to be manufactured, conducting a market survey, initiating an advertising campaign, purchasing materials and producing the product and introducing the product to the market. The game was created for team teaching which necessitated the formation of three companies, but it is readily adapted to a self-contained classroom.

Title: America on Wheels: The Social and Economic Importance of the Automobile

Entrant: Barbara Staples
Greenwood Elementary
Louisville, Kentucky

Level: Fifth Grade

Economic Concepts: Government Intervention and Regulation; Markets, Supply and Demand

This school was located in a community very dependent on the automobile industry for employment. Therefore, when the status of the automobile industry worsened, the students felt the effects in their own lives. The main goal of this unit was to explore the importance of the automobile to the economy of the United States, both socially and economically. The students pointed out reasons why the automobile was so important, looked at their community's dependence on the automobile industry versus that of other communities, and investigated the many automotive-related occupations in their community. Some of the areas studied were unemployment, unions, seniority, government regulations, supply and demand, inflation, energy and dependence.

Title: The Games Elephants Play

Entrant: Jane C. Ruffa
The Collegiate Schools
Richmond, Virginia

Level: Fourth Grade

Economic Concepts: Scarcity and Choices; Economic Wants

This fourth grade class studied economics throughout the semester. A highlight of the semester was the utilization of elephant games to enhance the children's understanding of economics. Six games were developed; each designed to reinforce economic terms and to allow the children to see similarities and/or differences in the terms. They were also designed to help the children use the terms in oral and written statements and enforce definitions. Game instructions for all the games are included in the unit.

Junior High School

Title: Sew for Dough: An Economics Project for Educable Mentally Handicapped Students

Entrant: Lucille Taylor
Hugo Junior High
Hugo, Oklahoma

Level: Seventh and Eighth Grades

Economic Concepts: Productive Resources, Economic Wants

Sixteen students who were 100 percent educable mentally handicapped and who had failed to adjust to the traditional school programs, participated in this project. The major goal of the class was to provide students with work which they could complete to earn money. Using two sewing machines, ingenuity and patience, the class formed a sewing factory. The major objectives of the factory were to help students: (1) understand the relationship between working, production, income and output; (2) earn a profit used to buy groceries and supplies; (3) provide opportunities for handling money and making spending decisions; and (4) provide an activity to demonstrate the importance of being independent from welfare. The students made over 75 articles of clothing for their classmates. During this project the students learned to make their own clothes, read utility bills, fill out applications and write checks.

Title: Disruption vs. Democracy

Entrant: Thomas P. Kurtz
Coral Springs Middle School
Coral Springs, Florida

Level: Seventh Grade

Economic Concepts: Economic Wants; Money and Monetary Policy

A disruptive class caused the teacher to institute a system of classroom management based on adult society, which instilled traits of responsibility and financial awareness. A class election was held (president, vice president, etc.) to create a sense of class identity. Applications were taken for the paid positions of quiz collectors, paper collectors, bookkeeper. The positions were rotated. Money was paid for homework, tests, and extra-credit work. The third way to earn money was to buy a company (pencil sharpener, water fountain, paper and pencils). Each student was issued $100 at the beginning of the semester. Crimes and punishments were clearly listed and defined. A court was established to allow the students an orderly way to vent their frustrations. The system allowed the students to acquire wealth and learn how to handle the required wealth.

Title: Using Social Studies Skill Lessons to Teach Economic Concepts and Economic Analysis

Entrant: Bruce Jasper
Hosterman Junior High School
New Hope, Minnesota

Level: Ninth Grade

Economic Concepts: Economic Incentives; Markets, Supply and Demand

The economics class in this school divided their curriculum into three sections. The first section lasted fourteen weeks and was only a basic introduction to economic concepts. An economic vocabulary list was compiled and the students acquired an understanding of these terms before continuing with the project. The second section lasted twelve weeks. During this time the students associated the terms they learned in section one with current interest. Some of these topics included "Economics of Crime," "Economic Opportunities," and the "Energy Crisis." Section three examines personal economic decision-making and skill development. This was a ten-week unit in which the students were involved in a complicated simulation game. The yearly outline, tests and evaluations are included with the project.

Title: Economics for Fun and Profit

Entrant: Carol Brownell
Firelands Middle School
Oberlin, Ohio

Level: Fifth-Eighth Grade

Economic Concepts: Economic Wants; Productive Resources

This economics unit was designed to teach the basic economic concepts to students who have had no previous instruction about this information. Many economic concepts are integrated in the project such as goods, services, opportunity costs, supply and demand, and productivity. The overall objectives for the first year of this unit were the following: to become acquainted with economic vocabulary, to understand the role of producer and consumer, to become a better informed consumer, and to gain personal knowledge that will form a basis for further economic units. Discussions, films, games and projects are the activities that are used in the unit. Lesson plans are also included in the project.

Title: From Nature to Nutrition

Entrant: Marie Ann Carone
Sailorway Middle School
Vermilion, Ohio

Level: Fifth-Eighth Grade

Economic Concepts: Nature and Types of Economic Systems; Opportunity Costs and Trade-offs

In this home economics class the students learned about the production of milk from the beginning at the dairy farm to the finished products. They developed a greater understanding of the complexity of the economic system and how technological advances have contributed to the increased supply of milk. The students also learned the government's involvement in this production. There are thirteen lessons incorporated in this project which have different objectives and activities. Many recipes are included in the project along with final evaluations.

Title: Statistics Tell an Economic Story

Entrant: Ruth Stewart
Ramsey Junior High School
Fort Smith, Arkansas

Level: Seventh and Eighth Grade

Economic Concepts: Productive Resources; Economic Wants

While searching for a unique way to present statistics, the opportunity to teach economics and statistics jointly presented itself. The four-week unit began with a study of possible careers and the decisions that accompanied the selection. Emphasis on economic data (scarcity, productive resources, inflation) were used to show the importance of mathematics. The students collected newspaper articles, charts, graphs and other support data for the class discussions. The students enrolled in speech class used economic topics as they related to the President's economic proposals for a basis of videotaping.

Title: Life Skill II

Entrant: Kristina A. Haskins
Varina High School
Richmond, Virginia

Level: Tenth Grade

Economic Concepts: Economic Wants; Money and Monetary Policy

The major scope of this unit concentrates on personal money management. It emphasized that each time a consumer makes a purchase he is casting his dollar vote for that particular product. By completing budgets requiring money management skills, students were made aware of the need to make consumer choices, and the impact these decisions might have on the marketplace. Designed as a six-week course for slow learners, the unit was expanded to include other skills such as credit management, shopping techniques, understanding warranties, and managing a bank account.

Title: Specialization

Entrant: Pat Luna
Harris County Middle School
Hamilton, Georgia

Level: Seventh Grade

Economic Concepts: Specialization, Comparative Advantage and the Division of Labor

This unit on specialization is a six-day series designed for middle school students. Activities in the unit were five handouts based on situational problems in which the students had to analyze, hypothesize, and think critically. Some of the objectives were to be able to categorize businesses between a good and a service, to be able to hypothesize about the efficiency of specialization, to test their hypothesis, and to draw a conclusion based on their hypothesis. The lessons contained a great deal of variety and group work, which kept the students interested and satisfied their need for peer contact. Finally, the students took a field trip to a furniture factory and a furniture store; they participated in a community survey and practiced democratic decision making.

Title: Consumer Decision-Making in the Marketplace

Entrant: Deborah B. Anderson
and Eloise L. Boyer
Western Hills Junior High School
Cranston, Rhode Island

Level: Seventh and Eighth Grades

Economic Concepts: Economic Wants; Money and Monetary Policy

This curriculum guide contains lessons in ten basic areas of consumer economics: basic economics in the marketplace, banking skills, credit, responsible budgeting, comparison shopping, insurance, taxes, the economics of energy and ecology, advertising, and consumer law/protection. This guide is designed for use by the classroom teacher in various ways. The material can be used as a semester course or as an entire year of study. The curriculum contains a pre and post attitudinal survey; pre and post tests for each unit; activities, readings and quizzes. It uses a multi-text, multi-media approach of instruction. The teacher could also use the lessons from each component as an individual unit. Another use of the guide is to provide individual lessons dealing with consumer concepts.

Title: How in the World Do I Apply Economics to the Teaching of English?

Entrant: Beverly Brown
Ashland Junior High School
Ashland, Ohio

Level: Ninth through Twelfth grades

Economic Concepts: Economic Wants; Productive Resources

The project is designed to aid English teachers in teaching economic concepts. The unit provides ideas for incorporating the study of economics into the teaching of vocabulary, literature and career development. In the first section, vocabulary, the students were given words weekly to study. The four-week section culminated with a game situation using the economic words. The second area, literature, utilized "Clothes Make the Man" as a point of discussion for wants, needs, supply and demand. A second story, "Confrontation," dealt with migrant workers. The class discussed unions, wages and boycotts. The final section, career development, allowed students to visit places of employment. The second activity concentrated on determining work values as they related to their activities. The third activity was for the students to write research papers on their chosen career.

Title: Classroom Activity for Trade-offs

Entrant: Margaret Brown and Joy DiPlacido
Our Lady of Mount Carmel
Erie, Pennsylvania

Level: Sixth-Eighth Grade

Economic Concepts: Scarcity and Choices; Opportunity Costs and Trade-offs; Voluntary Exchange

This project describes a set of activities designed around the use of Trade-offs for sixth through eighth grade intellectually gifted students. The students met voluntarily for one hour after school twice a week for six weeks, during which time they used the Trade-offs film series, along with other activities, to learn basic economic concepts. Following the 12 presentations, students applied the concepts and processes learned in holding a T-shirt sale which generated a profit of over $100.

Title: Blazing a Trail to Profit

Entrant: Julia Koerners and Mary A. Foster
Stillwater Middle School
Stillwater, Oklahoma

Level: Eighth Grade

Economic Concepts: Markets; Supply and Demand; Economic Incentives

The experiences of creating a corporation, investing in stock, and operating a business for profit were the main focuses of this project. The students also participated in the decision-making process, handled money, comparison shopped, produced items and advertised their school store. The basic concepts of supply and demand, profit, productivity and the market system were emphasized in the operation of the store. The class sold pom-pom animals, donuts, cider and colored pencils. They learned that new items sold the fastest. At the end of the school year each dollar invested gained its investor $1.15.

Title: Make Your Choice and Pay the Price

Entrant: Monteene McCoy
Monticello Junior High School
Monticello, Arkansas

Level: Eighth and Ninth Grade

Economic Concepts: Scarcity; Opportunity Costs and Trade-offs; Productive Resources

This project was part of a Language Arts unit which stressed spelling and grammar while focusing on the economic aspects of decision making. Due to limited income and unlimited wants, choices must always be made. The role of the consumer, economic terms, and the economic interdependence of people was also taught to this class of "underachievers." Some of the terms included scarcity, opportunity costs, specialization and technology. The students each earned two dollars, compared various cafe prices, chose a cafe, spent their earnings, and wrote a report on their decisions.

Title: The Free Enterprise System

Entrant: E. M. Smith
Kimmons Junior High School
Fort Smith, Arkansas

Level: Seventh-Ninth Grade

Economic Concepts: Economic Wants, Productive Resources

The objective of this seminar is to create an atmosphere for research by students in the middle school years. The formula MMW = NR + HE x TP was given as the starting point for a six-week study of the free enterprise system. At each session a new element of the equation was introduced. The formula is broken down to: MMW—man's material welfare; NR—natural resources; HE—human effort; TP—tools of production. The class learned that the system is a free system; that is, relative to the society in which it is employed. The system is free to meet all requirements and expectations as it serves the needs of society. The students each wrote a research paper that dealt with the relation between supply and demand, between abundant resources and scarcity and between independence and interdependence. Each student looked for greater implications of their research.

Title: Ponyboy in a Market Economy

Entrant: Saundra N. Blaylock
Westlane Junior High School
Indianapolis, Indiana

Level: Eighth Grade

Economic Concepts: Markets, Supply and Demand; Scarcity and Choices

This unit was designed for an eighth grade English class. Basic economic concepts and principles were incorporated into the reading of The Outsiders by S. E. Hinton. The characters of the novel were placed in imaginary economic situations and the students discussed how they felt the characters would act and react. The project includes units on scarcity, individual and family goals, the market system, consumer demands, and other economic topics. Questionnaires, pamphlets, games and the Trade-offs film series were utilized in this project.

Title: The High Cost of Exclusion

Entrant: Paula Domer, Douglas Domer
and Buffe Petroff
Riedinger Middle School
Akron, Ohio

Level: Seventh-
Eighth Grade

Economic Concepts: Productive Resources

The main goal of this unit was to expose physically handicapped pupils to the idea that they can make a positive economic impact on our society if they are willing to become involved as active participants in the community. The students were exposed to the economics of employment by providing in-school work. The pupils were exposed to leisure time activities so they could make wise economic choices regarding their leisure time activity. The students were taught money management and learned about the different careers that were open to them. Field trips were taken to expose the students to different work situations.

Title: Economics Lessons in American History II

Entrant: Dee Anna Thomas
Forest Meadow Junior High
Dallas, Texas

Level: Ninth Grade

Economic Concepts: Productive Resources, Economic Wants

The overall goal of this project was to infuse economic concepts into an American history course. In addition, other goals were to show students how economic decisions shape American history and to help students appreciate the advantages our free enterprise system affords us. The unit began with a section on westward expansion covering Indians, miners, railroaders, ranchers and farmers. Industrialization was the topic for an extensive section covering the growth of business in the U.S. The Progressive Era and Teddy Roosevelt's presidency was an appropriate place to learn about scarcity and individual and societal wants. The Great Depression was the obvious place to study depressions and recessions. The last section covered World War II and the effects it had on the economy.

Title: Food Scarcity: A World Problem

Entrant: John Kalka
Shore Junior High School
Euclid, Ohio

Level: Seventh Grade

Economic Concepts: Scarcity and Choice

This unit emerged from the question "Should the developed nations share their wealth with the emerging nations or keep it to become even richer?" To answer this question, the students were given other problems to consider. The first of these was "The life-boat theory." Only twenty-one people could fit on this boat so they had to make a decision to stop the passengers from boarding or let them on and let the boat sink. First, the students had to substitute words such as food, supply, well-fed people and poorly-fed people for boat, survivors, and the starving. Then, they were questioned as to whether or not they would risk their survival for the hungry people in the world. Their next activity was to examine famine in history and to detail the various efforts that nations and relief agencies have made to help these victims. Using a specific chart, the students were assigned to research the major famines and to report on work being done by various relief agencies. The conclusion of the unit was the "Farm Game." The students did worksheets and problems about farming, types of food produced, profits and investments. Through this experiment, the students speculated possible success in meeting world food supply and avoiding possible famine.

Senior High School

Title: An Innovative Approach to Teaching Economics

Entrant: Wendy S. Shannon
Stewartville High School
Stewartville, Minnesota

Level: Twelfth Grade

Economic Concepts: Scarcity and Choices; Opportunity Costs and Trade-offs

The unit emphasizes student participation by active involvement in small group activities, programmed instruction, large group discussions, group problem solving, case studies and simulations. The rationale was to emerse students in the key ideas of economics. They were to have the feeling that economic concepts were relevant to everyday life. At the end of the semester course, the students were able to make better economic decisions. Activities for each of the days are listed with the lesson covered.

Title: Economics in U.S. History:
Using Living Museums

Entrant: David E. O'Connor
Edwin O. Smith High School
Storrs, Connecticut

Level: Ninth-Twelfth Grade

Economic Concepts: Scarcity and Choices; Markets, Supply and Demand

A field trip to Old Sturbridge Village, a living museum, was the basis of this project. The main focus was on work with the topics of supply and demand, markets and exchange, money, production, and productive resources being introduced as they related to work. The introductory/motivational activities for students were to create a family career tree and fill in criteria—alternative chart evaluating twentieth century occupations. Developmental activities were worked on during the trip to the Village. The students divided into groups to take slides and record tapes of the Village interpreters in their roles. The second group created advertisements for businesses they visited. Group three created career trees of the interpreters. Group four created a criteria-alternative chart to evaluate occupations. The unit provided students with the opportunity to study scarcity and choice, supply and demand, and specialization as they related to the nineteenth century.

Title: Cheese Bits—Our Biz! in High School First Year Accounting Classes

Entrant: Sister Marion Joseph Gerl
Saint Joseph Academy
Green Bay, Wisconsin

Level: Twelfth Grade

Economic Concepts: Productive Resources; Market, Supply and Demand

Economic concepts have been introduced into accounting classes by the introduction of the study of the effects of a cooperative. Cheese producing is a major business in Wisconsin and thus provides an excellent example. Flow charts were used as a means of portraying how economic benefits flow and ripple throughout the cheese industry. The students read articles and newspapers to construct a scrapbook and posters. The importance of the cheese industry to Wisconsin, to the United States and to the international market was studied by the students.

Title: Non-Business Organizations as a Link Between Resources and Consumers

Entrant: Robert M. Newman
Spotswood Senior High School
Penn Laird, Virginia

Level: Senior High

Economic Concepts: Productive Resources; Economic Wants

This unit was taught to a heterogenous group of students who had already learned the basics of the business and economic systems in the United States. The goal was to inform students of the non-business organizations that link resources and consumers and that protect limited resources. Some of the organizations discussed were: non-profit organizations; cooperative associations; business and professional associations; government; and labor unions. Factors of production, supply and demand, the government as an economic influence, and the role of non-business organizations in the economy were some of the topics stressed. Personal examples, a simulation game, audio visuals and class discussion were incorporated into the unit.

Title: Responsibilities of a Consumer in a Free Enterprise System

Entrant: John M. Monaghan
Crestwood High School
Streetsboro, Ohio

Level: Twelfth Grade

Economic Concepts: Money and Monetary Policy

The major purpose of this two-week project was to acquaint high school students with various aspects of the banking system and how to use this knowledge in managing their money. The concepts studied included money management, values, income, consumer credit and responsibility. The students were taught to formalize a budget, determine expenses and spent time role playing their futures. The main benefit to the students was an opportunity to examine their financial behavior and values, their role in economic society, and the relationship between education, income and the standard of living.

Title: A Student's Choice: Teaching Students to Critically Evaluate Current Economic Proposals

Entrant: Diane Elizabeth Keenan
West High School
Torrance, California

Level: Twelfth Grade

Economic Concepts: Aggregate Demand; Unemployment and Inflation

The question "What causes inflation and what can be done to control it?" was the basis for the comparison of the theories of four economists. The three-week unit exposes the class to the different viewpoints of John Galbraith, Milton Friedman, Arthur Laffer and Lester Thurow. The class studied the arguments presented by each economist, the evidence cited, whether or not the evidence is convincing, what values and assumptions underlie these arguments and the benefits and costs of each proposal. The purpose of this three-week unit is to promote critical thinking and decision-making, to give students the ability to evaluate economic proposals in the future, and to stimulate students to want to read further about economic issues and ideas.

Title: Operation Keystone: Economic Insight

Entrant: Russell R. Christensen
St. Louis Park Senior High
St. Louis Park, Missouri

Level: Twelfth Grade

The major goal of the project was to impact a positive attitude on the development of economic understanding and the functioning of our economic system. Cartoons/comic strips were used as a new, more positive approach to teaching economics. Cartoons were used to: demonstrate the reality of the business world; the various ways information can be manipulated and distorted; help students make their own assessment of concepts and ideas; and to stress the relationships between the various business segments—employee, employer; management and production; and the conflicts in the working environment. The class collected cartoons representing certain economic concepts and prepared booklets of the cartoons and readings associated with them.

Title: "Job Hunt": The Employment Process

Entrant: William J. Urbanski
Mariner High School
White Bear Lake, Minnesota

Level: Tenth-Twelfth Grade

Economic Concepts: Economic Wants; Productive Resources

This unit on career options as part of a basic economic unit was taught to all students sometime during their final three years in high school. The classes learned the process and procedures used by (1) individuals seeking employment, and (2) business firms to fill job openings with capable people. A career path inventory was utilized to match needs, interests and abilities with possible career choices. The various types of jobs and careers were presented to the students along with the societal influences and pressures involved with each. The ability to write resumes, compile references, complete job application forms and perform in an interview situation was gained by each student from this project.

Title: Credit and You

Entrant: Lois Flammia
J. R. Tucker High School
Richmond, Virginia

Level: Learning Disabled

Economic Concepts: Economic Wants; Productive Resources; Markets, Supply and Demand

The learning disabled high school students in this class had fourth through sixth grade math skills. The major objective of the unit was to inform them of basic consumer concepts, including credit, economic concepts, how to plan for large purchases and how to interpret graphs. The students were taught that everyone is a consumer and a producer; that choices become more difficult as alternatives increase; and that advertising is not always unbiased. Worksheets, films, discussions and vocabulary notebooks were used in this project. The students also role played going to a bank and applying for a loan.

Title: Shell Economy Game: A Review Used in an Activity Oriented Course in Consumer Education

Entrant: Juanita Fryer
Bentonville High School
Bentonville, Arkansas

Level: Tenth-Twelfth Grade

Economic Concepts: Economic Wants; Productive Resources; Scarcity and Choice

The Shell Economy Game is a simulation activity in which students are paid for correct answers during a review and permitted to use this pay to purchase answers to test questions the following day. For the second six weeks, two additional concepts were added—participants were allowed to buy insurance against wrong answers or borrow shells for help on the test. Loans were paid back with special reports. The topic of transportation was included with credit and insurance in the second six weeks. The third six weeks covered buying food, clothing and shelter. The second half of the year was devoted to the Family Relations section of the course. The major section dealt with a marriage simulation project and a field trip to an apartment complex.

Title: Independently Speaking

Entrant: Anita S. Bonesburg
Lincoln West
Cleveland, Ohio

Level: Twelfth Grade

Economic Concepts: Economic Wants; Productive Resources; Scarcity and Choice

The Independent Living class utilized a mini Flea Market to prepare for the future. The Flea Market became a class-owned business with a student general manager. The general manager worked with the teachers to coordinate progress in business with concepts being presented in class. The simulation provided the class with an opportunity to study the American economic system and to comprehend how needs, wants, choices, profit, and opportunity costs affect the market and their individual lives. The curriculum had four sections: (1) What is basic economics; (2) Management skills; (3) Income production; and (4) Consumer in the market place.

Title: Free Enterprise Consumer—Economic Education Grade II

Entrant: John Burton and Fred Dorsett
Pinellas Park High/Northeast High
Largo, Florida/St. Petersburg, Florida

Level: Eleventh and Twelfth Grade

Economic Concepts: Nature and Types of Economic Systems; Government Intervention and Regulation; Competition and Market Structure

The major goal of this project was to implement Consumer Education and free enterprise objectives through a required American History course. It was also hoped to stimulate high school students' interest in economics. The objectives included giving the students an understanding of the free enterprise system, the elements of the American economic system, the different types of businesses; American financial institutions and consumer protection agencies; the influences of environmental factors, labor unions and technological progress were also covered. The final section of the unit was devoted to activities aimed at stimulating the creative process. Role playing was the main activity, but worksheets, class discussions, booklets, graphs, and tables were also used. The students role played labor/management disputes and international problems. They represented various United Nations Ambassadors acting in a world energy crisis. Interests, motives and possible actions for each country are given in the project.

Title: The Commodity Future Market

Entrant: Brian LeTourneau
William Winlock Miller High School
Olympia, Washington

Level: Twelfth Grade

Economic Concepts: Markets, Supply and Demand

The purpose of this unit was to familiarize the students with both the cash and futures commodity markets and their importance for hedging purposes and speculation. A discussion of the important advantages and disadvantages of investing in commodity futures was held. In addition to the lecture-discussion section, a film and worksheets covering commodity future contracts was included.

Title: Recycling the Business District of the City of Louisville, Kentucky, and Its Effects

Entrant: Patricia M. Ashbrook
Sacred Heart Academy
Louisville, Kentucky

Level: Tenth Grade

Economic Concepts: Markets, Supply and Demand; Productive Resources

The contents of the project will enable a teacher to present a unit on how the recycling of a business district and its success or failure affects the economy of an area, and how it affects individuals as participants in the economic system of that area. The City of Louisville, along with businesses, had begun a concentrated effort to revitalize the downtown business area. With the emergence of a suburban shopping area, increased inner city crime, lack of appropriate parking facilities, a decrease in creative shops, and a rise in unemployment arose. The downtown business district had suffered in its ability to spur the Louisville economy and to generate new businesses. The recycling effort of Louisville provided an interesting and exciting way for the students to see a more basic and complete economic picture.

Title: International Trade and Currency

Entrant: Nancy Jean Nusz
Mercy Academy High School
Louisville, Kentucky

Level: Twelfth Grade

Economic Concepts: Money and Monetary Policy

This unit is based on the model schools project which offers optional experiences contributing to spiritual, intellectual, social and moral development. Spain was used as the example as International Trade and International Currency were taught in the language arts/social studies program. The students worked at their own pace, with weekly large group presentations by their instructor and guest speakers, as they learned trade theories, basic economic principles and terms, and currency conversion.

Title: Survival Economics

Entrant: Thomas Gregory and Hugo F. Zappa
Charles F. Brush
University Heights, Ohio

Level: Twelfth Grade

Economic Concepts: Productive Resources; Money and Monetary Policy

Before this survival course in economics was begun the curriculum held no required courses in the subject. There was concern over the level of economic competency determined by a pre-test. The nine-week unit was begun to increase the students' knowledge of economics and how it affects them. This project includes units on: the American Economy; the American Family; Money and Banking; International Economics; the American Worker; and problems in economics. The course also stressed consumerism, credit and installment buying, and government regulations. When a post-test was given, the mean test score was raised by ten points.

Title: Financial Institutions

Entrant: Elaine Turner
Pleasant Ridge High School
Easton, Kansas

Level: Tenth-Twelfth Grade

Economic Concepts: Money and Monetary Policy

This unit consists of various individualized learning capsules concerning financial institutions. These include: financial institutions investigated and choosing a financial institution. The students progress at their own pace, learning about the three basic types of institutions, how they compete for the savers' dollar, and how they are regulated by the government. The capsule began with a survey of the area institutions; services, rates paid to savers, types of deposit accounts and charges were included in the survey. The three basic institutions discussed in this unit were commercial banks, savings and loan associations and credit unions. The final activity involved visiting the institutions and interviewing the public relations officer. Pretests, posttests and activities are included in the project.

Title: Introduction to Economics

Entrant: Oran W. Palmer, Jr. and Michael Slovik
Claremont High School
Claremont, California

Level: Twelfth Grade

Economic Concepts: Government Intervention and Regulation; Income Distribution and Government Redistribution; International Economics

Prior to this course, Introduction to Economics, only fragmented aspects of economics were taught within other courses. The major goal of the unit was economic literacy for the students. The project consists of four sections: (1) Anatomy of an Economy: to increase the language and intent of economics and background information; (2) Our Economy in Operation: stresses the role of the firm; elements, functions and interrelationships between product and factor markets; income redistribution; stocks and bonds; and big business; (3) National Economics and Public Policy; and (4) National Economics and International Trade. The premise, structure and function of the American system plus the relationship between our economy and foreign economies was explored. Worksheets, quizzes and guest speakers were utilized in this project.

Title: Literature and Economics Teaching Unit: Enacting a Court Case of Pollution

Entrant: Helen I. Arney
Dunlap High School
Dunlap, Illinois

Level: Ninth and Tenth Grade

Economic Concepts: Government Intervention and Regulation

This unit utilized materials and concepts from economics in the adaptation of Twelve Angry Men. The play portrayed the deliberations of a jury. The deliberations were influenced by individual viewpoints, emotional patterns and self-interest. The unit was based on a real court case of pollution of Lake Superior by a Minnesota company. Through this adaptation, the court trial method was a natural way to involve the students in the subject of pollution and the economic problems of eliminating it.

Title: A Unit on Inflation: Its Measurement, Control and Effects

Entrant: William E. Henderson
Miami Palmetto Senior High
Miami, Florida

Level: Eleventh and Twelfth Grade

Economic Concepts: Economic Wants; Aggregate Demand; Unemployment and Inflation

To provide an understanding of inflation, its measurement, its control and effects is the purpose of this unit. The construction, purpose and importance of the Consumer Price Index are examined along with a graphical analysis of index movement since 1897. The students conducted a price and comparison shopping survey and used the data to rank local retail food outlets and to construct a local food price index. The food price index was analyzed and the effect of government regulation discussed. Three theories of the causes of inflation were identified and evaluated as to their current viability. A second survey on the cost of living was conducted.

Title: Assessing the American Economy

Entrant: Robert G. Low
Mark Keppel High School
Alhambra, California

Level: Twelfth Grade

Economic Concepts: Markets, Supply and Demand; Productive Resources

The unit was taught to nontraditional students. These students were foreign born and had limited English language skills. To establish a basic foundation in economics, worksheets and study guides were prepared. Frequent tests were given to reinforce learning. To promote student participation in the learning process, extensive use was made of political cartoons, group discussions, and participation in community affairs as well as activities that required only limited reading. The topics energy, inflation, housing, and the auto industry were discussed. To follow these topics, the students compiled a booklet of newspaper articles and cartoons for class use. An important part of the unit was letter writing to the President. Student groups compiled several letters dealing with the topics that they had been studying.

Title: Imperialism: A Blessing or a Curse

Entrant: Edith F. Beard
Monticello High School
Monticello, Arkansas

Level: Eleventh and Twelfth Grade

Economic Concepts: Productive Resources; Markets, Supply and Demand

The main goal of the unit was to teach economic concepts while teaching imperialism. The distinction between old and new imperialism and its relation to economics was defined early in the unit. The study of the need for markets, raw materials, and the demand for goods was included. Several different theories of the cause of imperialism were discussed. Newspaper articles were discussed in class that related current events to the study of imperialism. The students prepared panel discussions, cartoons and letters to help understand imperialism and its effects.

Title: Consumer Credit

Entrant: Clarice P. Brantley
Woodham High School
Burgess Pensacola, Florida

Level: Tenth-Twelfth Grade

Economic Concepts: Economic Wants; Money and Monetary Policy

The project was designed to equip high school students with the necessary information needed to function in a credit economy. Emphasis was placed on the development of decision-making skills in regard to credit purchases. As part of the unit, a series of sessions (type and sources of consumer credit; advantages; disadvantages; hazards of credit use and base; concepts and calculation of APR; finance charge; components of a credit contract; comparison of lending agencies/report of students' credit comparison projects) were studied. The last session was based upon the work of fifteen students who had researched the availability of credit in the community.

Title: And H-E-R-E-S Rockingham:
An Economic and Government Study

Entrant: Lois Rhodes
Broadway High School
Broadway, Virginia

Level: Twelfth Grade

Economic Concepts: Productive Resources; Scarcity and Choices

And H-E-R-E-S Rockingham is an eight-week unit combining the study of local government with that of free enterprise. The combination allowed time for an in-depth study and discussion of the common relationships. As the class discussed the duties of the school board and the board of supervisors, their budgets were analyzed. The revenues and expenditures were analyzed from the standpoint of the local tax structure. Several field trips were taken to local firms. A survey of the local economy was conducted to gain a basic knowledge of the community. The survey included housing, community parks, schools, roads and streets and interviews with business leaders and farmers.

Title: Economics and Writing Skills

Entrant: David Norflus
Elmhurst, New York

Level: Tenth-Twelfth Grade

Economic Concepts: Scarcity and Choices; Supply and Demand; Opportunity Costs and Trade-offs

This unit focuses on definitions of economic concepts and challenges students to apply these concepts to the fundamental issues and problems existing today. Writing skills are emphasized through class essays, letters, cartoons, and crossword puzzles. Economic topics are integrated into the interview process, and polls and graphs demonstrate understanding of economic and mathematical concepts. Many of the activities are used as an evaluation tool.

College and University

Title: CAI Materials for Introductory Microeconomics

Entrant: Richard E. Schoenberger
University of Wisconsin-LaCrosse
LaCrosse, Wisconsin

Economic Concepts: Microeconomic Concepts

The teaching experience described is part of a larger program at the University of Wisconsin-LaCrosse. The total program was to provide students with different instructional strategies. The segment submitted to the annual competition is the microeconomics section of a computer-assisted instruction package. The micro section was funded through an NSF LOCI grant. The CAI experience was unique for several reasons. First, the materials were integrated throughout the entire course. The students enrolled in a CAI course had access to lessons and simulation games which build upon each other and were tied together through a computer management system. Second, the materials had been fully tested employing the simultaneous equation model and estimating techniques (2 SLS). Third, the materials were transportable at relatively low cost. The materials for the unit are divided into three parts: (1) programs and files that route students through instructional materials, records their performance and reports performance; (2) provides information on games; (3) provides information on lessons.

Title: Tighten the Reins or Loosen Them Up

Entrant: Robert A. Ristau
Eastern Michigan University
Ypsilanti, Michigan

Economic Concepts: Government Intervention and Regulation; Aggregate Demand; Money and Monetary Policy

The project was a simulated activity which demonstrates how money supply action of the Federal Reserve System affects inflationary and recessionary pressures. The simulation provides an opportunity for students to experience, view and discuss the overall effects of monetary control policy and action of the Federal Reserve System. The simulation provides for two levels of participation: one is a controlled series of actions in which participants are clued as to the action they are to take; the other allows for three of the participant groups—the Federal Reserve, the bankers, and the consumers—to make choices. In each level, the participants react to action taken by the group which impacts upon them. The simulation can be completed in one 50-minute period by students in grades nine through fourteen.

Title: Getting Economics Into the Classroom: A Model In-Service Course for Elementary Teachers

Entrant: Barbara A. Schick and Berna Jo Gaylor
University of Nevada
Las Vegas, Nevada

Economic Concepts: All Concepts

This project is the model for a course taught as an in-service course to elementary teachers. The course is taught by an economist and a master teacher. Each session, one per week throughout the semester, is divided into two parts: (1) economic theory, and (2) teacher methods and strategies based on concepts introduced in the first part. The materials used in the course are included in the project. The materials distributed and the topics covered in the fourteen sessions are identified in the project.

Title: Using BIZNES, A Computer Simulation Package for Introductory Microeconomics

Entrant: Robert E. Schenk
St. Joseph's College
Rensselaer, Indiana

Economic Concepts: Markets, Supply and Demand; Price Mechanism, Competition and Market Structure

The four-week unit is part of a course that centers around an interactive computer simulation of a firm. The simulation package is intended to present economic theory in an interesting way to students. It emphasizes the economic theory of the firm and tries to develop the material in a way that may be of practical use to someone who will have a future in a business firm. The purpose of the package was not to simulate a real-world environment but to teach economic theory.

Title: An In-Service Program in Economic Education

Entrant: Gail Hawks
Ashland College
Ashland, Ohio

Economic Concepts: Scarcity and Choices

The in-service program was to acquaint 175 teachers of the Lexington system with a beginning conceptual understanding of economics and the American market system. The program has two divisions. The first introduced the problem of scarcity and the questions that nations face due to that problem; it also discussed the comparisons in answering these questions. The second section was devoted to small group sessions. Each session was designed to introduce a basic economic concept with sufficient supportive material to enable participants to identify the concept. Useable educational activities were provided in each session.

Title: Regional Economics, Location Theory

Entrant: Richard W. Lichty
University of Minnesota
Duluth, Minnesota

The project describes a one-week unit for an advanced undergraduate class in regional economics. The unit was designed to acquaint students with an applied economic research tool termed input-output. It was also intended to demonstrate how input-output can be used in simulation exercises. The uses associated with the large-scale simulation model developed for the State of Minnesota were of particular interest. The unit included lectures and reading assignments from the text. Additional readings dealing with non-hypothetical applications of the input-output model were required. A one-day workshop was held at one of the computational laboratories with professionals in the field.

Title: EC/TE Workshop: Economic Education Strategies in the Classroom

Entrant: Gerald F. Draayer and John D. Hoge
Boise State University
Boise, Idaho

Economic Concepts: All Concepts

The project is an economic education program for elementary teachers. The program involved two weeks of concentrated instruction and activities and the development of unit plans by each participating teacher. The plans were designed to be used in the classrooms of the participating teachers. Follow-up weekend sessions were scheduled in the fall for the participants. The sessions were intended to allow the teachers to share their unit plans for their experiences stimulating conceptually accurate economic education learning experiences. Several sample teacher unit plans are included with the project.

Title: An Economics Laboratory for Introductory Microeconomics

Entrant: William B. Walstad and Sarapage McCorkle
University of Missouri-St. Louis
St. Louis, Missouri

Economic Concepts: All Microeconomics Concepts

A workbook in microeconomics was used as the basis for conducting an economics laboratory. The laboratory was designed to assist students in small groups after they had met in a large lecture section. The materials had to be sound in economic content and in a standardized form so they could be administered by less experienced personnel. Quizzes were prepared to be used in the lab sessions as well as answer sessions to cover workbook problems. Audio-visual presentations were available for students who had not passed the weekly quizzes.

Title: Economics: The Responses to Scarcity

Entrant: Frank D. Tinari
Seton Hall University
South Orange, New Jersey

Economic Concepts: All Concepts

This introductory economics course presents economic theory in a framework stressing society's possible response to scarcity. It emphasizes the contribution economic analysis makes in helping societies and individuals determine what to do about scarcity. The objectives of the course are to provide a unified and simple structure for examining reality, to maintain the focus on the real world and to give students the necessary tasks for analyzing economic issues.

Title: Business in the Academic World

Entrant: Russell R. Christensen
National College of Business
Minneapolis, Minnesota

The project was an attempt to demonstrate a multi-dimensional aspect to economics, and thus allow students to apply their skill to the analyzation of a particular concept of commercial and business communities. The objective was to help students understand the day-to-day problems that industry faces. Each student in the class evaluated an aspect of the industrial operation in relation to work and energy effectiveness. Students' work dealing with stress in the workplace, with special attention given to the Japanese approach to effective motivation of the work era, was used as an example in the project.

Title: Teams—Games—Tournaments: A Comparative Learning Strategy

Entrant: Elmer Williams, Ronald Van Sickle and Nancy Boone
University of Georgia
Athens, Georgia

Economic Concepts: All Concepts

The description and application of an innovative cooperative learning strategy, Teams—Games—Tournaments, to a workshop for in-service teachers is presented as the project. TGT is composed of five interdependent components: class presentation, teams, games, tournaments, and newsletters. Content or material is introduced through class presentations—usually lecture discussion. Teams are composed of four or five students. After class presentations, students meet to quiz each other over content. The team is the major focus of TGT; emphasis is placed on doing your best for the team and the team doing the best for the individuals. Games are made up of course content—relevant questions. The games are played at a table of three students, each student from a different team. Students may challenge each others' answers. The tournament is the structure in which the games are played. The newsletter is used to reward individual students and teams for their performance and reporting tournament results. The material used in TGT is included with the project. The participants developed a volume of instruction materials (ELMO) to be used in grades one through four which is also part of the project.

Open

Title: Economics in the Classroom

Entrant: Gayle Akkerman
Lakewood School
Lakeville, Ohio

Economic Concepts: Scarcity and Choice; Markets, Supply and Demand

This project includes descriptions of a wide variety of student-centered activities directed toward the improvement of understanding of a broad range of economic terms and concepts. In addition to the descriptions of learning activities, there are student worksheets, test questions and a list of resources. The materials were designed to be used as a supplement to regular classroom work or as a self-contained unit.

Title: Lil Abner Learns About Economics

Entrant: Dorothy C. Ott
Keystone Oaks School District
Pittsburgh, Pennsylvania

Economic Concepts: Markets, Supply and Demand; Productive Resources

This project includes a play script designed to be performed by gifted students to the other students in their schools. It is designed to teach a variety of economic concepts and principles through showing Lil Abner Yokel arriving in New York and deciding to product blue jeans back home in Dawg Patch. Abner learns about finance, markets, labor problems and inflation. In preparing for the play, students studied economic concepts, visited retail stores and examined product packaging.

Title: Utilization of a Fund Raising Event
as a Curriculum to Teach Job Skills

Entrant: Annette Veech-Townzen
East Alton-Wood River Community High School
Wood River, Illinois

Economic Concepts: Productive Resources

This three-week unit centered around a fund-raising event in which students ran a profit-making business venture. During the first week students read want ads and applied for jobs. They developed and practiced interview techniques in the second week. Week three included the actual sales venture with students filling the business positions within the simulated company organized to sell pens.

Title: You Mean I'm Part of the System

Entrant: Eleanor L. Fox
Cleveland Public Schools
Cleveland, Ohio

Economic Concepts: Scarcity and Choice; Opportunity Costs and Trade-offs; Markets, Supply and Demand

This project describes one part of a Family Life Education Program designed to enable adults to change a self-image of defeat and failure into one of confidence and success as producers-consumers-citizens. The project ran for 35 weeks, meeting for two 3-hour sessions each week. Each session was structured to include presentations and/or discussion of economic concepts and applications of those concepts in the production of products which were sold by the students' company, Inner-City Industries. Income from sales was used to pay wages to students. Field trips, films and community resource speakers were used to extend and enrich students' understanding of our economic system.

Title: Economics: Getting Down to Business

Entrant: Susan J. Lombard
Morrow Elementary
North Lauderdale, Florida

Economic Concepts: Markets, Supply and Demand; Graphs and Charts

Fourth and fifth grade gifted students formed a company to manufacture and sell enameled jewelry as a way of learning about our free enterprise system. To prepare for running their own company, they first participated in a business simulation, studied the stock market, and learned to chart its progress. Students designed a stock certificate and a logo, established a compensation schedule for production work, and developed a marketing plan.

Title: Libre! - Libre! - Free! - Free!

Entrant: Sue Devero, Troy Bedwell
and Jim Shropshire
Southside High School
Fort Smith, Arkansas

Economic Concepts: Economic Wants; Productive Resources; Markets, Supply and Demand; Nature and Types of Economic Systems; Economic Goals

This project was designed as a nine-week study of economics and the free enterprise system to be used in the high school marketing and distribution education departments in Fort Smith. Along with a thorough study of a broad range of economic concepts, students compared our economic system with a communist economy by utilizing local resources from the Cuban Refugee Center in nearby Fort Chaffee. As a culminating activity, the students prepared a presentation on the free enterprise system which they then presented to the refugees at Fort Chaffee. Week-by-week outlines of the course activities and a bibliography of materials used are included.

Title: Working Hands of Valparaiso Elementary School

Entrant: Frank Fuller
Valparaiso Elementary School
Valparaiso, Florida

Economic Concepts: Economic Wants; Productive Resources; Specialization, Comparative Advantage and the Division of Labor

Twelve physically handicapped children, ranging in age from kindergarten through senior year in high school, created a company which, in conjunction with work therapy sessions, generated products which were sold. The students had had a noticeable lack of real-life economic experiences. Within the company setting students were exposed to banking, productive and marketing concepts and had the opportunity to practice decision making, social, adaptive and planning skills. Students organized the company, selected products, borrowed money, purchased goods, marketed goods, paid bills, and banked profits.

Title: Bibliography, Audio Visual Materials for Economics

Entrant: Clara Weakly and Mancha White
The Collegiate Schools
Richmond, Virginia

This project involved the development of a bibliography of AV materials, both currently available and for future purchase, for use in the teaching of economics. 3" x 5" cards were used to identify materials with a brief description and a color code to show location for each item. In addition, both students and teachers were involved in evaluating materials ordered on a preview basis. Sample cards and evaluation forms are included.

Title: Infusing Economics in the Total K-6 School Curriculum

Entrant: Patricia Derrico, A. Thomas Kartsotis
Lincoln Elementary
Bethlehem, Pennsylvania

Economic Concepts: Economic Wants; Productive Resources; Scarcity and Choices; Opportunity Costs and Trade-offs

The 360 students and the teachers of Lincoln Elementary were involved in a year-long project to incorporate basic economic concepts and decision making skills into the general curriculum. Phase I was a summer workshop for the teachers in which they developed projects to support the teaching of economics. Two simulations for the entire school were developed. The Chocolate Milk Crisis, based on scarcity, implemented the second day, introduced a variety of decision making skills through a real-life situation. The second simulation, Lincolnomics Mall—Learning and Earning in the Marketplace, began in January. Teachers and students worked for three months developing classroom businesses, which set up operation in Lincolnomics Mall, where the students spent earnings and profits as consumers. These simulations were accompanied by on-going classroom activities.

Title: Gnomes of Garfield

Entrant: Carole Maldonade and Ruthee Fawcett
Garfield Elementary
Willoughby Hills, Ohio

Economic Concepts: Markets, Supply and Demand; Economic Wants; Productive Resources; Scarcity and Trade-offs

GEMS, a school-wide currency, formed the basis for a semester-long project designed to provide students with a variety of experiences which exemplified economic concepts. Students organized banks and businesses, worked for wages, produced and gathered articles to sell, and saved and spent GEMS to satisfy consumer wants. Objectives of the project are clearly stated and activities are described. Tests of economic concepts are included.

Title: Economics for Daily Living

Entrant: Irwin Herbert Levenson
Henrico County Public Schools
Highland Springs, Virginia

Economic Concepts: Economic Wants; Scarcity and Choices; Government Intervention and Regulation

Materials presented to teachers participating in a sixteen-hour, eight-week in-service program are presented in this project. Materials dealt with the following topics: insurance, real estate, auto purchase and use, legal rights of citizens, energy, and money and its management. Two types of lesson plans are included. Some delineate the topic objectives, procedures and activities, while others are skeletal outlines of material to be covered which are given to the participants at the beginning of the sessions. Teacher-participants are encouraged to use the materials in their classes as well as in their personal lives.

Title: Internship Program for Gifted and Talented Students

Entrant: Margaret M. Murphy
Johns Hopkins University
Baltimore, Maryland

Economic Concepts: Government Intervention and Regulation

This project describes a six-week summer internship program at Johns Hopkins University for gifted junior and senior high school students. The students spend the first week on campus working together on economic theory, then four weeks are spent working on independent projects in internships in business, banks, government offices or academic institutions near their homes. The sixth week is spent in residence, concentrating on economic theory. All students work directly with economist-mentors on-site and are visited weekly by a university supervisor.

Title: Consumer Credit

Entrant: Judith Bush
Eastern High School
Middletown, Kentucky

Economic Concepts: Opportunity Costs and Trade-offs; Scarcity and Choice; Government Intervention and Regulation

This 15-day unit is designed for teaching students about credit: what it is, how it is granted, proper use of credit, cost of credit, and agencies to protect the consumer in dealing with consumer credit. Descriptions of a variety of student activities are included. Post tests showed noticeable gains in student learning during the unit. A bibliography of published materials is included.

Title: Economics of the Environment

Entrant: Lois Armstead Exendine
Oklahoma Christian College
Oklahoma City, Oklahoma

Economic Concepts: Economic Wants; Productive Resources

This three-week unit has been developed as an aid to teachers who will be helping students achieve a high degree of economic literacy and as an aid in developing abilities to make rational choices in solving economic problems. In addition to the five lesson plans, suggested games are listed for use in the unit. After the study on various types of pollution, of the land, air, and water, the students will understand the economic benefit of preserving natural resources. Each person will be able to see how he will be able to make a contribution in maintaining a healthy environment.

Title: Junk Food Junkies

Entrant: Jacqueline A. Ricks
Pfeiffer Elementary
Akron, Ohio

Economic Concepts: Economic Wants; Productive Resources

The interest of students in food and money was the beginning of this project. The students (second graders) learned about the four basic food groups and the nutritional value of various foods. The economic goals of the unit were to learn an economic vocabulary and understand the terms as they relate to the food industry, to understand how supply and demand, profit, and cost of production affect the industry. A section was included on the importance of advertising and how to read and interpret various ads.

Title: Activities in Economics for the St. Louis Public Schools

Entrant: Susan LaGrone, et al.
Mallinckrodt School
St. Louis, Missouri

Economic Concepts: Scarcity and Choices; Productive Resources; Markets, Supply and Demand

This project was prepared by a group of teachers through a National Science Foundation project with the Missouri Council on Economic Education. It consisted of a 48-page booklet of learning activities for economic concepts. The booklet was divided into five sections: Scarcity, Production, Money, Markets, and a glossary. For each activity, materials, goals, rationale, objectives, procedures, and extension activities were listed.

Title: Minnesota Community Studies

Entrant: Robert W. Beery and Robert J. Todd
Rochester Public Schools
Rochester, Minnesota

Economic Concepts: Scarcity and Choices; Interdependence; Productive Resources

This project describes a curriculum developed by 36 educators and community representatives with the help of ESEA Title IV funds for use in social studies classes in grades four through seven. The curriculum consists of six units: Community Growth, Living in the City, Two Communities, Change in the Range, Rural Minnesota, and Looking at Our Community. Each unit includes student activities and resources and each includes concepts from economics, geography, history and government.

Title: Creative Economic Nations for Teachers and Students

Entrant: Beverly J. Townsley
Fairfield County School District
Winnsboro, South Carolina

Economic Concepts: Scarcity and Choices; Markets, Supply and Demand; Interdependence; Productive Resources; Division of Labor

This project describes a ¢. E. N. T. $. elementary economics program which provides K-8 teachers with strategies and materials to teach basic economic concepts and subconcepts in a mini-week social studies unit. Included among the products of the project were: a scope and sequence chart designating the concepts to be introduced in each grade; eight teachers' manuals, ¢.E.N.T.$. store materials, cumulative tests, and an in-service manual. Test results indicated that program students outperformed control groups in economic learning.

Title: Elementary Student Council Economic Unit

Entrant: Jan Belz
Birch Elementary School
North Olmstead, Ohio

Economic Concepts: Economic Wants; Productive Resources; Specialization, Comparative Advantage and the Division of Labor

In this project, 28 student council members studied a variety of economic concepts related to production and sales and then put their knowledge to work in conducting a bake sale to raise funds. As part of their learning activities, the students visited a local bakery to study its operation. Lists of books and audio-visual materials used are included.

Title: Economics is Kids Stuff

Entrant: Ann Frankel and Ruth Faulkner
Cleveland Fundamental School
Cleveland, Ohio

Economic Concepts: Scarcity and Choices; Opportunity Costs and Trade-offs; Market Failures

This project involved the development of a curriculum designed to integrate economic concepts and decision making skills into all other disciplines in a K-8 magnet school in Cleveland. The project began with an extensive in-service program for the teachers, who then developed and implemented plans to infuse economics into the various subjects taught at different levels. A variety of materials and outlines are included.

Title: The Marketplace for Economic Education

Entrant: Sara B. Baird
The Collegiate Schools
Richmond, Virginia

Economic Concepts: Scarcity and Choice; Markets, Supply and Demand; Government Intervention and Regulation

This project describes the multifaceted approach used by The Collegiate Schools to incorporate teaching about economics and the free enterprise system into all levels of the curriculum. The school received a large endowment for that purpose. The approach used included providing funds for teacher education, visiting experts, books and materials, and travel for observation. Teachers who participated were expected to prepare units for use in their classes.

Title: Superkids Supply Store, Inc.

Entrant: Penny Redman
Lyre Elementary School
Seattle, Washington

Economic Concepts: Consumer Wants, Voluntary Exchange; Opportunity Costs and Trade-offs; Markets, Supply and Demand

A store selling school supplies and other items was organized and run by students in grades 3-6. Students sold stock to raise capital, conducted market research, purchased supplies, and took jobs which paid wages. The store was open to all students two days a week during lunch. One hour a day was spent on related economic concepts in class. At the end of the store, stockholders were reimbursed and paid a dividend.

Title: The Sandmus Cata Company

Entrant: Barbara Mannon
Cadmus School
Pabriot, Ohio

Economic Concepts: Specialization, Comparative Advantage and the Division of Labor; Productive Resources, Scarcity and Choices

A special education class of 8-13 year olds produced sets of Mr. and Mrs. Santas. They learned about raising capital, the relationships among production costs, sales, profit and loss. They experimented with an assembly line and discovered that specialization resulted in increased productivity. Students chose jobs that interested them and were appropriate to their ability levels. Detailed plans and supplementary materials are included in the project.

Title: Let's Make a Deal

Entrant: Chris Brewer and Judy Aaland
T. J. Melton Elementary
Grove, Oklahoma

Economic Concepts: Markets, Supply and Demand; Productive Resources; Scarcity and Choices

A three-week economic unit used by 30 teachers and their 550 students is described. Week one was spent explaining basic economic concepts. In week two, each class set up its own business, including the borrowing of capital. The third week, students manufactured their company's products for the sale on Business Day. On that day, each business set up shop in the cafeteria to sell its product to the public and generate a profit or loss after repaying the loan.

Title: Lessons in Economics

Entrant: Fred Evans and Carolyn Sorsen
Park Forest District #163
Park Forest, Illinois

Economic Concepts: Productive Resources; Scarcity and Choices

A unit designed to help sixth grade students realize the impact of economic principles is presented in this unit. Lessons on productive resources, scarcity and productivity are included. One of the activities included is "The Opportunity Game," which demonstrates the problems of scarcity in the lives of individuals. The Basic Economics Test was used as a post test and students scored an average of 11.7 points higher after the unit than students from a control group who had not participated in the unit.

Award Winners

PRIMARY

Silverman, J. & Lamp, N. (1)
Bartlett, G. & Price, M. (2)
Wehmeyer, M. (3)
Davis, G. (4)
Santana, B. & Davis, S. (HM)
Bradshaw, O. (HM)
Tanner, T. (HM)
Isum, M. (HM)
Floyd, M. (HM)
Kimmell, D. & Jones, D. (HM)
Roeder, P. (HM)
Tonelli, K. (HM)

INTERMEDIATE

McKeever, B. (1)
Lovett, J. (2)
Dalton, W. (3)
Braden, N. (4)
Baker, M. (HM)
Bonder, J. & Kerecman, B. (HM)
Dunlevy, M. (HM)
Edmisten, W. (HM)
Lyons, B. (HM)
Pillar, S. (HM)
Staples, B. (HM)
Wells, S. (HM)

JUNIOR HIGH

Smith, E. M. (1)
Jasper, B. (2)
Luna, P. (3)
Taylor, L. (4)
Domer, P., Domer, D. & Petroff, B. (HM)
Kurtz, T. (HM)
Brown, B. (HM)
Anderson, D. & Boyer, E. (HM)
Kalka, J. (HM)

SENIOR HIGH

Keenan, D. (1)
Mullane, T. (2)
O'Connor, D. (3)
Gerl, Sister Marion Joseph (4)
Palmer, O. W. & Slovik, M. (HM)
Fryer, J. (HM)
Barrett, D. (HM)
Boneburg, A. (HM)
Ashbrook, P. (HM)
Beard, E. F. (HM)
Rhodes, L. M. (HM)

COLLEGE

Lichy, R. W. (1)
Schoenberger, R. E. (2)
Williams, E., VanSickle, R. & Boone, N. (3)
Walstad, W. & McCorkle, S. (HM)
Ristau, R. (HM)
Tinari, F. (HM)

OPEN

Derrico, P. & Kartsotis, T. (1)
Berry, R. W. & Todd, R. J. (2)
Devero, S., Bedwell, T. & Shropshire, J. (3)
Frankel, A. & Faulkner, R. (4)
Baird, S. B. (HM)
Redman, P. (HM)
Exendine, L. A. (HM)
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